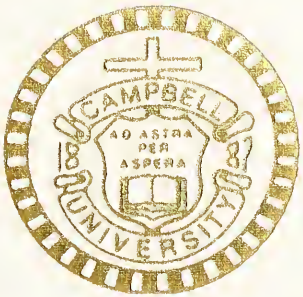

Campbell University Bulletin
Undergraduate Studies

1999-2002

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Introduction
Welcome to Campbell!

This catalog has been prepared to introduce you to Campbell University. Through it, you will learn of the talented and friendly student body, high-quality faculty, excellent academic programs, beautiful campus and facilities, and many friends who support the mission of Campbell and contribute to the fulfillment of its purpose. As you read about Campbell, we want you to gain a perspective of what it would be like to live and study at one of the finest universities in the eastern United States. ***Selecting a quality university should include certain criteria:***

A school where the individual counts: Campbell University is a friendly campus where small classes encourage closer relationships among students and faculty. The individual student is very important to fellow students, faculty, and the administrative staff.

Meaningful programs: With a tradition of academic excellence, Campbell readily introduces new programs which reflect changes in the professional and vocational developments of our nation and world. Intramural and intercollegiate athletics combine with academics to make Campbell an exciting place to study and play.

A pleasant social and cultural environment: Campbell is a coeducational, church-related university located in central North Carolina. Students are enrolled from all counties, with most states along the Atlantic Seaboard represented in the student body. Students from more than forty-five foreign countries regularly attend Campbell. The distribution of male and female students is almost equal. The climate in Buies Creek is mild with the opportunity for outdoor sports throughout the year.

■Statements of Compliance

Campbell University reaffirms its standing policy of nondiscrimination, in employment and in all of its programs and activities, with respect to age, race, gender, religion, cultural and national origin, and handicap. Federal law expressly recognizes exemptions when claimed by religious institutions.

Family Education Rights and Privacy Act of 1974

Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and will use "Directory Information" in the best interests of the student.

Rehabilitation Act of 1973

In accordance with Section 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to Dr. James Ellerbe, Post Office Box 97, Buies Creek, North Carolina 27506.

Americans with Disabilities Act of 1990 and 1991

Campbell University complies fully with the provisions of this law. Inquiries may be directed to Dr. James Ellerbe, Post Office Box 97, Buies Creek, North Carolina 27506.

Title IX

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not discriminate on the basis of gender in admissions nor in the administration of educational programs, policies, and activities except in those instances which are exempt under Section 86.12 of the guidelines based on conflict with the religious tenets of the Baptist State Convention of North Carolina. Inquiries may be directed to Dr. Jerry M. Wallace, Post Office Box 578, Buies Creek, North Carolina 27506.

Academic Facilities

Academic facilities at Campbell University are designated primarily for use in the education of Campbell University students; other uses, although quite worthy in themselves, and of benefit to the community, will not be allowed to interfere with that primary function.

■The Application of This *Bulletin* To Campbell University Students:

All students on all campuses who matriculate after August 1, 1999 will be governed by the provisions of this (i.e., 1999-2002) *Bulletin*; normally, students will graduate under the provisions of the *Bulletin* in force at the time of their initial registration and advisement so long as the student is continuously enrolled in a Campbell program. (Usually, this document is revised and reprinted on a two-year cycle.)

A student readmitted after an interruption of more than two years in his/her course of study at the University may, at the discretion of the appropriate academic dean, be required to fulfill the graduation requirements in the *Bulletin* in effect at the time of readmission.

The University reserves the right to change any of its regulations, charges, rules, and courses without notice and to make such changes applicable thenceforth, not only to new students, but also to students already registered.

All undergraduate students at Campbell University are subject to the provisions of the student honor code. All students are responsible for being completely familiar with the provisions thereof; ignorance of those regulations does not constitute a defense against a charge of violation of the honor code.

■Finding the Answers to Important Questions

1. How do I apply for admission to Campbell?

A step-by-step guide to the application process is described on page 55.
You may apply on-line at www.campbell.edu or
You may call the admissions office at 1-800-334-4111.

2. I'm a transfer student. What courses will Campbell accept?

While Campbell evaluates each transcript individually, you will want to read the guidelines for transfer students on page 56.

For more specific informations, call the admissions office at 1-800-334-4111.

3. I have some AP and CLEP credits. Does Campbell accept those?

Campbell does accept AP and CLEP credits -- with certain restrictions. Please see pages 41-42.

4. I'm interested in a particular major or field of study. How can I find out what Campbell offers in that area?

Campbell offers a wide range of majors. Each major is listed alphabetically, beginning on page 93. This list includes the requirements for each major and the classes offered in that subject area.

5. I'm in the U.S. Army and want to attend one of Campbell's extended campuses. How do I apply?

Please read pages 40, 42, 55-59, 89 for a description of special opportunities Campbell offers active duty personnel. You should contact Campbell's Veterans' Affairs Office at 1-800-334-4111 as soon as possible. If you are enlisted, but would like to pursue a commission, you should consider Campbell's ROTC program. The program is described on pages 245-246.

6. I'm a military dependent. Could I take classes at one of Campbell's campuses located on a military base?

Yes. Please read pages 40 and 89 for more information..

7. I took some college courses at another school, met my spouse at that school, got married, raised two children, and now work outside the home. I want to finish my degree, but I wouldn't be the typical 18 or 19 year-old college student. Could I take a few courses at night?

Yes, many "non-traditional" students attend Campbell. Hundreds have completed their degrees and entered new career fields. Please read pages 37-43, 89 for more information.

8. What are the requirements for an undergraduate degree at Campbell?

The *General College Curriculum* is a carefully selected group of courses required for all undergraduate degrees. The *GCC* is described beginning on page 28.

9. How do I know which English (history, math, religion, science, etc...) courses I should take?

The *General College Curriculum* describes the specific courses required for all undergraduate degrees. The GCC is described beginning on page 28. If your undergraduate degree programs (B.A., B.S., B.S.W., and B.B.A.) requires a particular GCC course, that requirement is noted in the *GCC* or described in the requirements for your major.

10. What is C.E.P.? How many semesters of C.E.P. do I need for my degree?

Campbell's Cultural Enrichment Program is designed to stimulate spiritual growth and commitment, to offer quality programs to enhance the cultural and educational atmosphere of the campus, and to facilitate communication within the University. Most undergraduates are required to complete one, two, three, or four semesters of C.E.P. The specific requirements are listed on page 30.

11. What courses are required for my major and/or minor?

Beginning on page 93, you will find a list of "Academic Programs and Courses." This list should refer you to one or more pages describing the courses required for your major. In addition, several departments publish very detailed curriculum guides. Please see the chairman of your major department for further information.

12. What is a semester (credit) hour?

This term is used to describe the amount of academic credit assigned to a course. While many classes have a value of three academic credits, some specialized courses (labs, activity courses, internships, publications, etc...) range from one-half semester hour to six-semester hours. Please see page 38 for more information.

13. How many semester (credit) hours should I take each semester?

The number of semester (credit) hours you take in a particular semester depends on many factors, including the difficulty of the courses, work schedule, previous academic performance, practice schedule, labs, etc... Your academic adviser should be able to offer you guidance in this area.

Full-time resident students receiving financial aid must carry a minimum of 12 semester hours during the fall and spring semesters.

Students who plan to enroll in more than 18.5 semester hours must have the approval of their faculty adviser and the appropriate dean. Campbell charges an additional fee for each semester hour beyond 18.5.

For more information, please see "Normal Class Load" and "Overloads" on page 39.

14. What type of grading system does Campbell use?

Campbell uses a "letter grade" scale in which the numerical equivalent of each letter grade is determined by the instructor. The University does not recognize variations within a letter grade, such as "A-" or "B+". Please see page 49 for additional information.

15. How do I calculate my grade point average?

It isn't difficult to calculate your grade point average (GPA). For more information, please see page 49.

16. What are the "Dean's List" and the "President's List?"

These are "honors lists" signifying exceptional academic performance during the previous semester. The requirements are found on page 51.

17. What honor societies does Campbell sponsor?

The University sponsors a number of national honor societies. Some, such as Phi Kappa Phi, recognize scholarship in all academic fields. Others, such as Sigma Tau Delta, honor scholarship in a particular discipline, in this case, English. For more information, please see pages 45-46.

18. If I repeat a course and earn a higher grade, will my grade point average improve?

In most cases, yes. Please read Campbell's policy on repeated courses beginning on page 49.

19. I have some questions about my class schedule. Whom should I ask?

Your academic adviser should be able to answer most of your questions, or refer you to someone who can. If you need additional information, you may contact your department chairman and/or the University Registrar.

20. How do I find an academic adviser?

The University will assign you a faculty adviser who will help you with decisions regarding courses, programs of study, graduation requirements, etc... The role of the academic adviser is explained on page 38. If you have not been assigned an adviser, please see your department chairman or the University Registrar as soon as possible.

21. What is a department chairman? What does he or she do?

The department chairman is responsible for all aspects of an academic department's operation. This includes faculty, staff, facilities, course schedules, advisement, planning, recruitment, retention, placement, etc...

If you need assistance your faculty adviser cannot provide, you should contact your department chairman.

The name of each department chairman is included on the first page of that department's *Department and Course Description.* That section of the *Bulletin* begins on page 93.

22. What is an academic dean? What does he or she do?

An academic dean is responsible for a group of departments organized as a college or school. He or she supervises the work of the department chairmen and the faculty within the departments. His or her specific responsibilities include financial and personnel management, scheduling, planning, faculty development, and discipline.

The academic deans ensure the integrity of the courses taught in that college or school and the degrees awarded by that college or school. Ultimately, the responsibility for matching the purpose of the University and the practices of the departments rests with the academic deans.

If neither your faculty adviser nor department chairman can provide the assistance you need, you may wish to see the academic dean.

The name of each academic dean is included on the first page of the general descriptions of each college and school. That section of the *Bulletin* begins on page 82.

23. I need help with math (English, history, religion, biology, etc...). What types of tutoring are available?

Please begin by discussing your difficulties with the instructor and your faculty adviser. You should not hesitate to ask the instructor for help outside of class. Many instructors conduct tutorials on a regular basis and study sessions before major exams. If you need individual tutoring on a regular basis, please contact your faculty adviser and/or LifeLinks. While the University does not charge you for tutors, you will be asked to meet and work with the tutor on a regular basis.

24. How do I drop or add a course?

You may drop and/or add certain courses within a time period designated by the University. The dates are listed in the academic calendar, beginning on page 11. The rules regarding dropping and adding courses are found on page 43. Please note that your faculty adviser must approve any dropped or added course in advance.

25. What do the terms "academic warning" and "academically ineligible" mean?

Both terms are discussed on page 51. "Academic Warning" indicates that the student did not make progress towards graduation during the past semester. "Academically ineligible" indicates the student will not be permitted to enroll at Campbell during the next semester, unless he or she meets some specific requirements.

26. How do my grades affect the financial aid for which I am eligible?

If you do not make "Satisfactory Academic Progress," your eligibility for financial aid may be reduced or suspended. "Satisfactory Academic Progress" is defined beginning on page 63.

27. Because of a family emergency, I need to withdraw from the University. What should I do?

The procedures for withdrawing from the University are listed on page 43. If you fail to withdraw "officially," you may find it more difficult to return to Campbell at a later date or attend another school in the future.

28. How do I know if I am a sophomore, junior, or senior?

Please see page 37 for an explanation of student classification.

29. I think I want to try out for a one of Campbell'a athletic teams. How do I try out as a "walk-on"?

You should begin by discussing your interest with a member of the team's coaching staff. The Athletic Director's office can help you locate a coach and discuss your eligibility. Also, please read pages 52-54.

31. What are the requirements for NCAA eligibility?

The requirements for NCAA eligibility are discussed beginning on page 52. Athletes should discuss specific questions with the NCAA compliance officer who may be found in the office of the athletic director.

32. Where do I find information about Campbell's class attendance policy?

Campbell's class attendance policy is explained on page 35.

33. I'm really interested in a major other than the one I declared when I came to Campbell. Is it difficult to change my major?

No. Discuss your interest with an academic adviser in the "new" department. When you are ready to make the change, complete a "Change of Major" form, which you may obtain from the University Registrar's office. Ask your former adviser and your "new" adviser to sign the form. Either you or your new adviser should submit the completed form to the University Registrar.

34. When does the next semester begin?

The official academic calendar is found beginning on page 11.

35. When does Campbell hold graduation ceremonies?

The University holds graduation exercises each year, in May and December. Please see page 37 for additional information.

36. How do I apply for graduation?

Candidates for graduation must apply at the beginning of their last semester. Please see page 37 for further details.

37. What are the requirements for graduation with honors?

Please see page 37 for a description of the requirements for graduation with honors.

38. I want to apply to graduate school. How do I get a copy of my transcript?

The University Registrar's office can provide you with a copy of your transcript. Please see page 43 for more information.

39. I need financial aid. How do I apply?

Most Campbell students receive some type of financial assistance, such as scholarships, grants, loans, and work study programs. Please begin by reading pages 61-73. You may contact the financial aid office at 1-800-334-4111.

40. What types of scholarships does Campbell offer?

Each year, Campbell awards numerous academic scholarships. While the Financial Aid Office distributes a publication outlining the requirements for each scholarship, you may wish to begin by reading the information on page 67.

41. Are Federal and/or State Grants and Loans available to students attending Campbell?

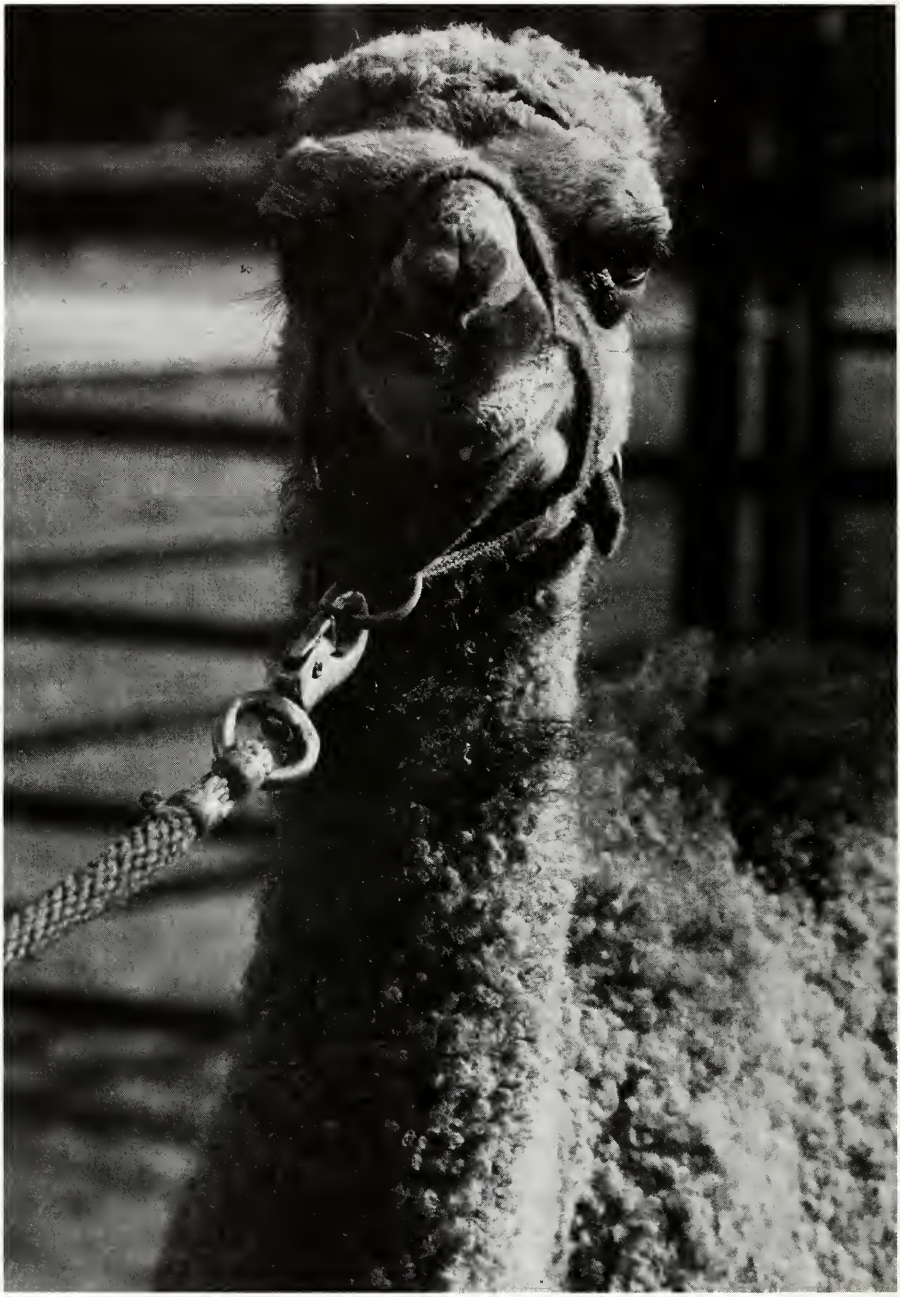
Several different federally-funded and state-funded grants and loans are available to Campbell students. Please see the federal and state assistance information beginning on page 69.

42. Are Special Payment Plans available at Campbell?

Campbell offers several extended payment programs. Please see page 73 for more information.

43. I have read the information about various types of financial aid, but I have additional questions that aren't covered here. Whom should I ask?

Please contact the Office of Student Financial Aid at 910-893-1310. A financial aid counselor will be happy to schedule an appointment and discuss your particular situation.



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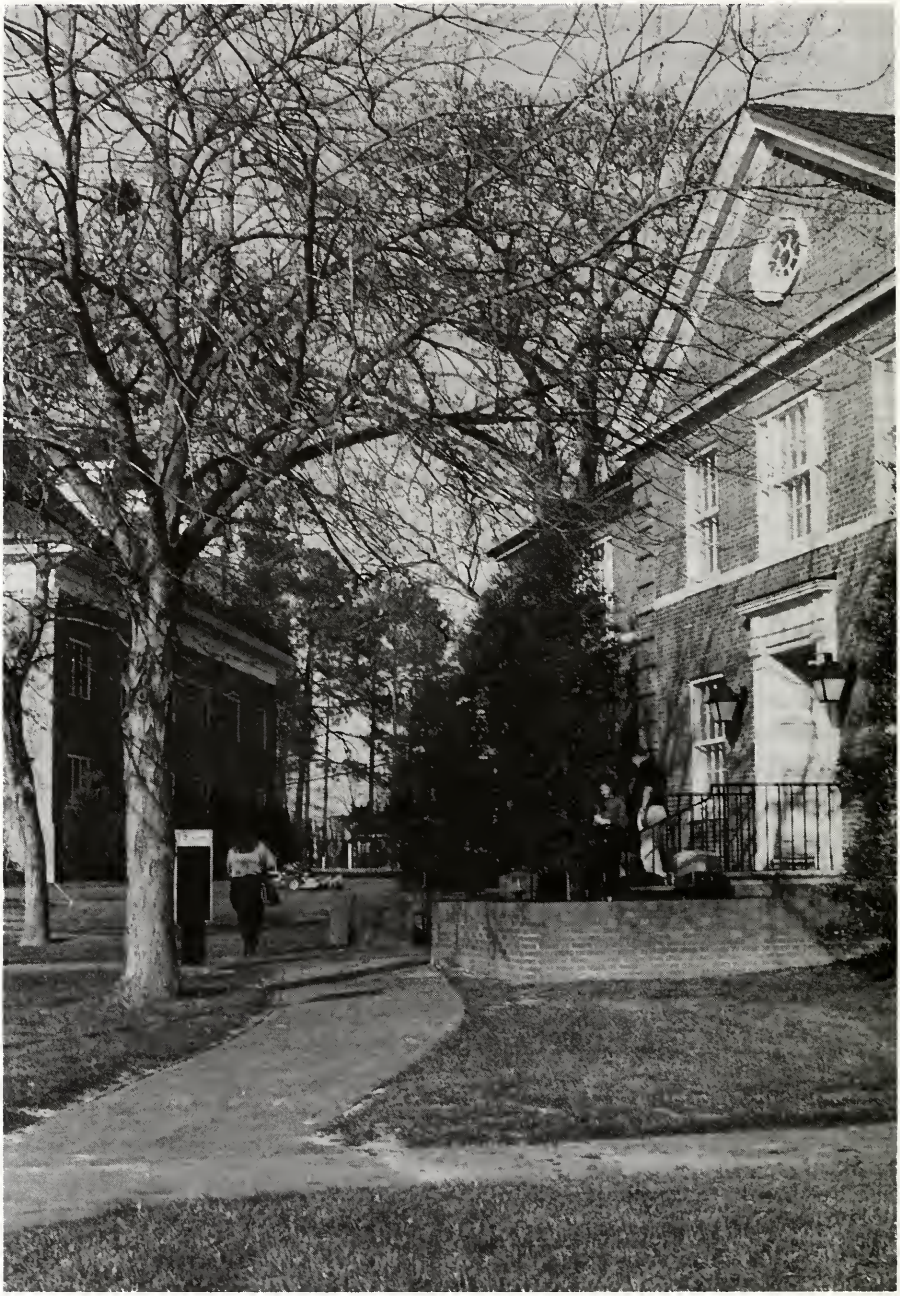


Academic Calendar and Schedule 1999-2000

Fall Semester 1999

Thursday, August 19-Friday, August 20	Faculty Orientation
Monday, August 23-Tuesday, August 24	Registration
Wednesday, August 25	Classes Begin 8:00 a.m.
Friday, August 27	Drop/Add Day Begins 12:00 noon
Tuesday, August 31	Convocation
Friday, September 3	Last Day to Register
Friday, September 24	Last Day to Remove an "I"/ Last Day To Drop without a Grade
Saturday, October 2	Homecoming
Thursday, October 14	Mid-Term Recess Begins 8:00 a.m.
Monday, October 18	Classes Resume 8:00 a.m.
Saturday, October 23	Parents' Day
Monday, October 25	Advisement Begins
Friday, November 12	Advisement Ends
Thursday, November 25	Thanksgiving Holiday Begins 8:00 a.m.
Monday, November 29	Classes Resume 8:00 a.m.
Tuesday, December 7	Reading Day
Wednesday, December 8	Exams Begin
Tuesday, December 14	Exams End
Thursday, December 16	Grades Due 12:00 noon

Spring Semester 2000

Monday, January 10-Tuesday, January 11	Registration
Wednesday, January 12	Classes Begin 8:00 a.m.
Friday, January 14	Drop/Add Day Begins 12:00 noon
Tuesday, January 18	Founder's Day
Friday, January 21	Last Day to Register
Friday, February 4	Last Day to Remove an "I"/ Last Day to Drop without a Grade
Monday, March 6	Mid-Term Recess Begins 8:00 a.m.
Monday, March 13	Classes Resume 8:00 a.m.
Monday, March 27	Advisement Begins
Friday, April 14	Advisement Ends
Friday, April 21	Easter Holiday
Monday, April 24	Classes Resume 8:00 a.m.
Thursday, April 27	Reading Day
Friday, April 28	Examinations Begin
Thursday, May 4	Examinations End

Sunday, May 14	Baccalaureate Service
Monday, May 15	Graduation

Summer School I

Monday, May 22	Registration
Tuesday, May23	Classes Begin 8:00 a.m.
Friday, May 26	Last Day to Drop-Add/Last Day to Register
Friday, June 23	Examinations
Tuesday, June 27	Grades Due 9:00 a.m.

Summer School II

Monday, June 26	Registration
Tuesday, June 27	Classes Begin 8:00 a.m.
Friday, June 30	Last Day to Drop-Add/Last Day to Register
Friday, July 28	Examinations
Tuesday, August 1	Grades Due 9:00 a.m.
Thursday, August 31	Graduation Certification Day

Academic Calendar and Schedule 2000-2001

Fall Semester 2000

Thursday, August 17 - Friday, August 18	Faculty Orientation
Monday, August 21 - Tuesday, August 22	Registration
Wednesday, August 23	Classes Begin 8:00 a.m.
Friday, August 25	Drop/Add Day Begins 12:00 noon
Tuesday, August 29	Convocation
Friday, September 1	Last Day to Register
Friday, September 22	Last Day to Remove an "I"/ Last Day to Drop Without a Grade
Saturday, October 7	Homecoming
Thursday, October 12	Mid-Term Recess Begins 8:00 a.m.
Monday, October 16	Classes Resume 8:00 a.m.
Saturday, October 28	Parents' Day
Monday, October 30	Advisement Begins
Friday, November 10	Advisement Ends
Thursday, November 23	Thanksgiving Holiday Begins 8:00 a.m.
Monday, November 27	Classes Resume 8:00 a.m.
Thursday, December 7	Reading Day
Friday, December 8	Examinations Begin
Thursday, December 14	Examinations End
Saturday, December 16	Grades Due 12:00 noon

Spring Semester 2001

Monday, January 8 - Tuesday, January 9	Registration
Wednesday, January 10	Classes Begin 8:00 a.m.
Friday, January 12	Drop/Add Day Begins 12:00 noon
Tuesday, January 16	Founder's Day
Friday, January 19	Last Day to Register
Friday, February 2	Last Day to Remove an "I"/ Last Day to Drop Without a Grade
Monday, March 5	Mid-Term Recess Begins 8:00 a.m.
Monday, March 12	Classes Resume 8:00 a.m.
Monday, March 26	Advisement Begins
Friday, April 13	Easter Holiday Begins
Monday, April 16	Classes Resume 8:00 a.m.
Tuesday, April 17	Advisement Ends
Thursday, April 26	Reading Day
Friday, April 27	Examinations Begin
Thursday, May 3	Examinations End
Tuesday, May 8	Grades Due 9:00 a.m.
Sunday, May 13	Baccalaureate Service 10:00a.m.
Monday, May 14	Graduation

Summer School I 2001

Monday, May 21	Registration
Tuesday, May 222	Classes Begin 8:00 a.m.
Friday, May 25	Last Day to Drop-Add/Last Day to Register
Friday, June 22	Examinations
Tuesday, June 26	Grades Due 9:00 a.m.

Summer School II 2001

Monday, June 25	Registration
Tuesday, June 26	Classes Begin 8:00 a.m.
Friday, June 29	Last Day to Drop-Add/Last Day to Register
Friday, July 27	Examinations
Tuesday, July 31	Grades Due 9:00 a.m.
Friday, August 31	Graduation Certification Day

Academic Calendar and Schedule 2001-2002

Fall Semester 2001

Thursday August 16 - Friday, August 17	Faculty Orientation
Monday, August 20 - Tuesday, August 21	Registration
Wednesday, August 22	Classes Begin 8:00 a.m.

Friday, August 24	Drop/Add Day Begins 12:00 noon
Tuesday, August 28	Convocation
Friday, August 31	Last Day to Register
Friday, September 21	Last Day to Remove an "I"/ Last Day to Drop Without a Grade
Saturday, October 6	Homecoming
Thursday, October 11	Mid-Term Recess Begins 8:00 a.m.
Monday, October 15	Classes Resume 8:00 a.m.
Saturday, October 27	Parents' Day
Monday, October 29	Advisement Begins
Friday, November 16	Advisement Ends
Thursday, November 22	Thanksgiving Holiday Begins 8:00 a.m.
Monday, November 26	Classes Resume 8:00 a.m.
Monday, December 3	Reading Day
Tuesday, December 4	Examinations Begin
Monday, December 10	Examinations End
Thursday, December 13	Grades Due 12:00 noon

Spring Semester 2002

Monday, January 7 - Tuesday, January 8	Registration
Wednesday, January 9	Classes Begin 8:00 a.m.
Friday, January 11	Drop-Add Day Begins 12:00 noon
Tuesday, January 15	Founder's Day
Friday, January 18	Last Day to Register
Friday, February 1	Last Day to Remove an "I"/ Last Day to Drop Without a Grade
Monday, March 4	Mid-Term Recess Begins 8:00 a.m.
Monday, March 11	Classes Resume 8:00 a.m.
Monday, March 25	Advisement Begins
Friday, March 29	Easter Holiday Begins
Monday, April 1	Classes Resume 8:00 a.m.
Friday, April 19	Advisement Ends
Thursday, April 25	Reading Day
Friday, April 26	Examinations Begin
Thursday, May 2	Examinations End
Tuesday, May 7	Grades Due 9:00 a.m.
Sunday, May 12	Baccalaureate Service 10:00 a.m.
Monday, May 13	Graduation

Summer School I 2002

Monday, May 20	Registration
Tuesday, May 21	Classes Begin 8:00 a.m.
Friday, May 24	Last Day to Drop-Add/Last Day to Register
Friday, June 21	Examinations
Tuesday, June 25	Grades Due 9:00 a.m.

Summer School II 2002

Monday, June 24	Registration
Tuesday, June 25	Classes Begin 8:00 a.m.
Friday, June 28	Last Day to Drop-Add/Last Day to Register
Friday, July 26	Examinations
Tuesday, July 30	Grades Due 9:00 a.m.
Friday, August 30	Graduation Certification Day

Academic Calendar and Schedule 2002-2003

Fall Semester 2002

Thursday August 15 - Friday, August 16	Faculty Orientation
Monday, August 19 - Tuesday, August 20	Registration
Wednesday, August 21	Classes Begin 8:00 a.m.
Friday, August 23	Drop/Add Day 12:00 noon
Tuesday, August 27	Convocation
Friday, August 3	Last Day to Register
Friday, September 20	Last Day to Remove an "I"/ Last Day to Drop Without a Grade
Saturday, October 5	Homecoming
Thursday, October 10	Mid-Term Recess Begins 8:00 a.m.
Monday, October 14	Classes Resume 8:00 a.m.
Saturday, October 26	Parents' Day
Monday, October 28	Advisement Begins
Friday, November 15	Advisement Ends
Thursday, November 28	Thanksgiving Holiday Begins 8:00 a.m.
Monday, December 2	Classes Resume 8:00 a.m.
Friday, December 6	Reading Day
Monday, December 9	Examinations Begin
Friday, December 13	Examinations End
Monday, December 16	Grades Due 9:00 a.m.
Tuesday, December 31	Graduation Certification Day

Spring Semester 2003

Monday, January 6 - Tuesday, January 7	Registration
Wednesday, January 8	Classes Begin 8:00 a.m.
Friday, January 10	Drop-Add Day 12:00 noon
Tuesday, January 14	Founder's Day
Friday, January 17	Last Day to Register
Friday, January 31	Last Day to Remove an "I"/ Last Day to Drop Without a Grade
Monday, March 3	Mid-Term Recess Begins 8:00 a.m.
Monday, March 10	Classes Resume 8:00 a.m.
Monday, March 24	Advisement Begins
Friday, April 11	Advisement Ends
Friday, April 18	Easter Holiday Begins 8:00 a.m.
Monday, April 21	Classes Resume 8:00 a.m.
Friday, April 25	Reading Day
Monday, April 28	Examinations Begin
Friday, May 2	Examinations End
Tuesday, May 6	Grades Due 9:00 a.m.
Sunday, May 11	Baccalaureate Service
Monday, May 12	Graduation

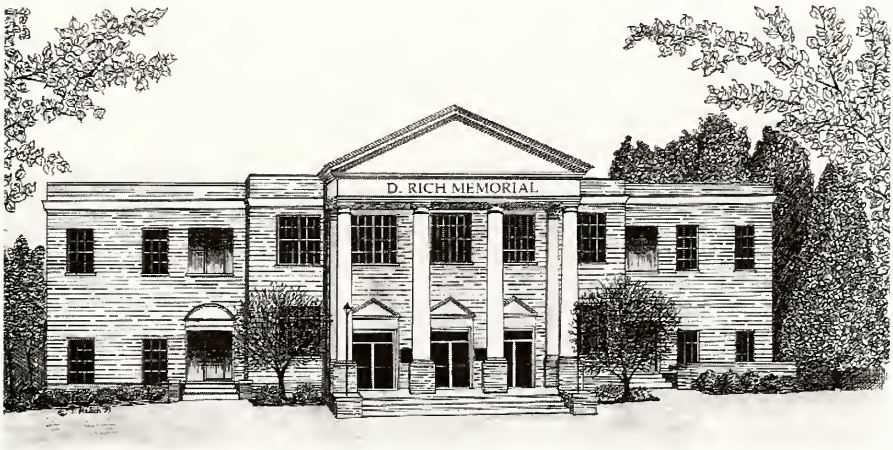
Summer School I 2003

Monday, May 19	Registration
Tuesday, May 20	Classes Begin 8:00 a.m.
Friday, May 23	Last Day to Drop-Add/Last Day to Register
Thursday, June 20	Examinations
Tuesday, June 24	Grades Due 9:00 a.m.

Summer School II 2003

Monday, June 23	Registration
Tuesday, June 24	Classes Begin 8:00 a.m.
Friday, June 27	Last Day to Drop-Add/Last Day to Register
Friday, July 25	Examinations
Tuesday, July 29	Grades Due 9:00 a.m.
Friday, August 29	Graduation Certification Day

General Information for Undergraduate Students 1999-2002



D. Rich Memorial Hall

Constructed in 1926, D. Rich Memorial Hall includes Turner Auditorium, numerous classrooms, faculty offices, commuting students' lounge, Society Hall, and Chele's Place.

Accreditation

Campbell University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award Associate, Bachelor's, Master's, Education Specialist, and Doctor's Degrees.

Campbell's Professional Education programs are also accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the North Carolina Department of Public Instruction (NCDPI). The Social Work program is accredited by the Council on Social Work Education (CSWE).

Campbell University holds membership in the North Carolina Association of Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, the National Association of Independent Colleges and Universities, the Association of Baptist Colleges and Schools, the Council for Christian Colleges and Universities, and the American Association of Colleges of Teacher Education. The School of Law is accredited by the American Bar Association and the School of Pharmacy by the American Council on Pharmaceutical Education. The Divinity School is currently accredited as part of the SACS process, but is also progressing toward approval by the Association of Theological Schools (ATS).

■Statement of Purpose

Campbell University is a university of the liberal arts, sciences, and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness of the world and society in which they live and work with persons.

Campbell University is a Baptist university affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, the University endeavors to present Christian principles to students and to foster their application to daily life.

The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ, all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community.

Therefore, the mission of Campbell University, as a community of Christian scholars, is to:

•Provide students with the option of a Christian world view;

•Bring the Word of God, Mind of Christ, and Power of the Spirit to bear in developing moral courage, social sensitivity, and ethical responsibility that will inspire a productive and faithful maturation as individuals and as citizens;

•Transfer from one generation to the next the vast body of knowledge and values accumulated over the ages;

•Encourage creativity, imagination, and rigor in the use of intellectual skills;

•Affirm the University's commitment to the belief that truth is never one-dimensional but in wholeness is revelatory, subjective, and transcendent as well as empirical, objective, and rational, and that all truth finds its unity in the mind of Christ;

•Frame University teaching in the context of a liberal arts education seeking to free persons to live more abundantly and securely in an ever-changing social order;

•Foster stewardship in nurturing the gifts of the mind and in developing aesthetic sensibilities;

•Equip students with superior vocational skills, productive insights, and professional integrity;

•Provide a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge to serve the region as well as national and international communities;

•Prepare students for purposeful lives through undergraduate, graduate, and professional instruction including terminal graduate and professional programs;

•Provide services to the general community through research efforts, continuing education, and cultural programs;

•Cooperate with other educational institutions for the advancement of mankind.

This University sees the human vocation as living by faith under grace, with no conflict between the life of faith and the life of inquiry.

■Campus and Buildings

The University occupies a spacious 850-acre campus in the village of Buies Creek, located in Harnett County, and equidistant from North Carolina's fast-growing metropolitan centers of Raleigh and Fayetteville.

The location combines the advantages of accessible urban convenience with the friendly, academic atmosphere of a rural university village.

The University had its beginning in a small one-room building erected by local citizens. Though later enlarged, it was, by 1896, inadequate to house the growing student body, and additional facilities were added.

On December 20, 1900, with the exception of one building which was later used for classrooms, these structures were destroyed by fire.

The burned buildings were replaced by Kivett Hall, named for Z. T. Kivett, the builder; it was constructed between May 23, 1901, and November 2, 1903. During 1991-1993, Kivett Hall was remodeled to provide additional space for the Norman A. Wiggins School of Law. Other buildings include: William Pearson Hall (1915), Carrie Rich Memorial Library (1925), D. Rich Memorial Building (1926), Curriculum Center (1947), Carter Gymnasium (1952), Leslie Hartwell Campbell Hall of Science (1961), J. Clyde Turner Chapel (1963), Campbell Home Management House (1965), Fred L. Taylor Hall of Religion (1973), Johnson Memorial Natatorium (1976), Taylor Bott Rogers Fine Arts Center (1984) and the Lundy Fetterman School of Business (1999).

In addition, the following serve the administrative function of the University: B. P. Marshbanks Dining Hall (1934), W. S. Britt Hall (1947), John S. Pearson Memorial Infirmary (1960), James A. Campbell Administration Building (1961), McLeod Admissions Center (1967), James M. Shouse Dining Hall (1973), Page Welcome Center (1974), and the Campbell Laundry Building (1985).

The residence halls for students are: Joel G. Layton Hall (1923), William H. and Lula Bostic Jones Hall (1954), J. E. Kitchin Hall (1955), O. Hampton Baldwin Hall (1958), Fred N. Day Hall (1959), Mabel and Nell Powell Hall (1960), James E. and Mary Z. Bryan Hall (1961), J. Hunter and Mabel C. Strickland Hall (1962), Ernest P.

Sauls Hall (1962), Bobby Murray Hall (1967), R. A. and Elsie Hedgpeth Hall (1967), A. R. Burkot Hall (1973), Fred McCall Hall (1973), and Lonnie D. Small Hall (1973), Marshbanks House (1980), McKay House (1980), Burgess House (1987).

The University also provides more than 250 housing facilities for faculty, staff and graduate students. These are houses, duplexes, apartments and mobile home lots. Some of them are Ellis Memorial Apartments (1957), Campbelltown Apartments (1959), Northeast Hall (1963), and East Hall (1969).

■Brief History

Ad astra per aspera

Implicit in this old Latin motto, "To the stars through difficulties," adopted during the dark days of Reconstruction, are beliefs, aims, and objectives that have guided this institution through ever-changing circumstances.

Campbell's rise from a community school of twenty-one students to eminence as a great southern academy and later to its present standing among the state's largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights.

Campbell University was founded January 5, 1887, by James Archibald Campbell, a North Carolina preacher who believed that no student should be denied admission because of lack of funds.

Known as Buies Creek Academy, the school that began with twenty-one students grew slowly during the early years.

> "From the beginning, his [Dr. James Archibald Campbell] passion was that his school prepare young men and women for a living and for a life, not one but both. He was concerned that Christ have his way in the classroom and that he have his way in the church house, no difference..."
>
> ***Campbell College - Big Miracle at Little Buies Creek, (1887-1974)***
> --Dr. J. Winston Pearce

In 1925, the school's property was deeded to the North Carolina Baptist State Convention. In 1926, the school attained junior college status and changed its name from Buies Creek Academy to Campbell Junior College. In 1961, Campbell became a senior college. The name was changed to Campbell University on June 6, 1979.

Graduate programs were begun in 1977 with the Master of Education degree. The Master of Business Administration degree was added in 1978 and the Master of Science in Government was established in 1982.

The Campbell University School of Law was founded in 1976, and the

Lundy-Fetterman School of Business was begun in 1983. The Schools of Pharmacy and Education were established in 1985. The Divinity School was established in 1995.

Campbell University has developed into a major university that will enroll more than 8,000 students during the 1999 academic year. Students hail from all one-hundred North Carolina counties, all fifty states of the United States, and over thirty-five countries of the world. Campbell University is now the second largest private university in North Carolina and the third largest Baptist University in the world. Open to all qualified students, Campbell's student body includes persons from more than forty denominations and faiths.

In over one hundred years of service, Campbell University has been served by only three presidents:

James Archibald Campbell 1887 - 1934

Leslie Hartwell Campbell 1934 - 1967

Norman Adrian Wiggins 1967 -

■Faculty

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions.

At the present time, approximately four-fifths of the faculty hold the doctoral degree or its professional equivalent.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are dedicated to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

■Assets

The University has total net assets in excess of $105,000,000, including endowment assets in excess of $50,000,000.

Also included among its assets is Keith Hills, an eighteen-hole championship golf course, completed in 1973 and named for its longtime trustee and his family, Fred R. Keith, of Lumberton, North Carolina. The Robin Whitley Hood family of Benson, North Carolina, made possible the building of the Robin Hood Pro Shop.

■Library

Carrie Rich Memorial Library (1925). The original building has been expanded several times, with the most recent addition completed in 1965. The mission of the library is to provide services and resources to meet the present and future scholarly and informational needs of the Campbell University community and, insofar as possible, to share resources with those outside the University. The library's collection consists of over 180,000 book volumes, 840 print serial subscriptions, 3,600 electronic periodical subscriptions, and 750,000 microforms. Over 40,000 federal documents are housed in the Library Annex and 3,500 media items and related educational materials are housed in the Curriculum Materials/Media Center. The library has an automated catalog and full Internet capability, which provides students with both in-house and remote access to library holdings and database services.

■Banking Service

First Citizens Bank and Trust Company and The Fidelity Bank are within walking distance of the campus for students who desire banking services.

■Student Health Service

The Pearson Memorial Student Health Service provides care for the Campbell University student body.

Hours: Monday – Friday: 9 am -11pm; Saturday: 9am - 12 noon; Sunday: 1pm - 5pm

Appointments are scheduled to see the physician, however a nurse is on duty at all times and may be seen without an appointment. You may schedule an appointment by calling 893-1560.

All other hours are covered through an on-call system. Students requiring medical attention after hours should contact the Public Safety Office at 893-1375, which will then have the on-call nurse contact you. She/He will evaluate your medical need, and the appropriate action will be taken to assist you.

Services

Health services include diagnosis and treatment of illness and injuries within the limitations of the facility. Medical treatment not available at the Student Health Service will be referred to the appropriate healthcare provider for treatment.

Services include allergy injection, immunizations, laboratory, pharmacy, physical therapy, radiology, and minor surgical procedures.

Charges

There is not a fee for evaluation by the physician's assistant, supervising physician or nursing personnel; however, the student will be charged for any laboratory procedures, non-prescription medicines, prescription drugs and minor office procedures. These charges will be billed to the student account at the end of each month, or billed to insurance, whichever is appropriate.

Treatment Policies

·Except for "emergency" cases, students needing medical attention should schedule an appointment for evaluation by the physician.

·Students should follow the advice or recommendations of the Student Health personnel. Any student who does not heed the instructions or recommendations of the medical staff, does so at his/her own risk, and the University disclaims responsibility for complications that might develop as a result of the student's refusal to heed such advice.

·The Student Health personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be notified for further instructions.

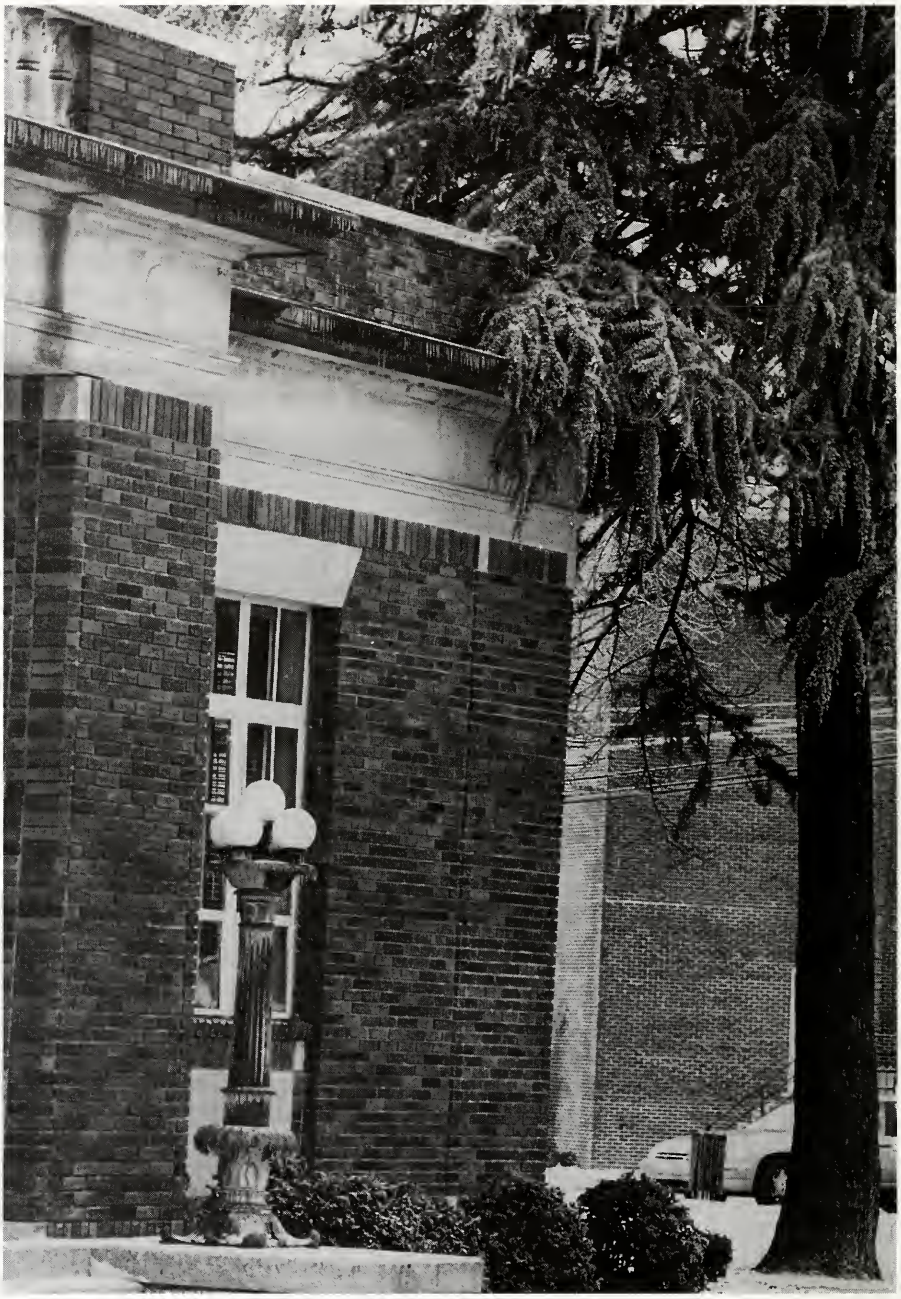
·All accidents should be reported to the Student Health Service as soon as possible,

and no later than thirty (30) days, in order to ensure that the necessary information is obtained for filing with the student's accident insurance.

·Students should report to the Student Health Service before seeking outside medical services that are not covered by student insurance. This could prevent huge medical expenses that are the responsibility of student and/or parents.

·Each student under the age of 18 shall be required to have authorization for treatment, signed by the parent or legal guardian. This authorization is included on the medical history form required to be completed and returned before the student enters Campbell University.

·Prescriptions from the student's family physician may be filled or refilled at the Student Health Service Pharmacy if it is a medication which is kept in stock. The student should report to the prescribing physician for follow-up treatment if indicated.



Academic Information for Undergraduate Students 1999-2002

F. L. Taylor Hall of Religion

Constructed in 1973, the Fredrick L. Taylor Hall of Religion houses the Divinity School and the School of Education. The building includes a chapel, numerous classrooms, computer laboratories, faculty offices, and the Trustees' Room.

■Undergraduate Academic Policies

Campbell University offers undergraduate programs leading to the Associate of Arts (AA), Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Business Administration (BBA), Bachelor of Social Work (BSW), Bachelor of Applied Science (BAS), and Bachelor of Health Science (BHS) degrees.

■General Requirements for All Undergraduate Degrees

Candidates for undergraduate degrees must:

I. Demonstrate evidence of good character.

A. Honoring the Student Honor Code

B. Serving the University Community

C. Living as a good citizen

II. Complete the General College Curriculum.

The General College Curriculum

The General College Curriculum is a collection of baccalaureate courses in the traditional liberal arts disciplines of the trivium and quadrivium. The purpose of requiring this two years of study prior to undertaking the major and minor fields is 1) to provide students the opportunity to acquire and solidify skills in reading, writing, and critical thinking which are fundamental to all other disciplines, and 2) to enable students to gain the experience and knowledge needed to achieve the spiritual, philosophical, historical, aesthetic, and scientific foundations necessary to understand and evaluate human experience from a Christian perspective as well as to enjoy the good life motivated by charity and concern for others.

Students pursuing the B.A., B.S., B.S.W., and B.B.A. degrees must complete the General College Curriculum with any minor modifications noted herein for the appropriate degree program.

Academic Disciplines	***Number of Courses Required***
Fine Arts	
Art 131, Music 131, or Drama 131	1

Education 131 (The Fine Arts) is recommended for all elementary and middle grades education majors seeking teacher licensure. These students will receive core curriculum credit for the fine arts requirements upon successful completion of the course. Priority in registration will be given to students seeking teacher licensure.

Humanities

English 101, 102 1-2

English 101 may be waived for students with an SAT verbal score of 700 or higher and a "B" average in high school English. Waiver requires formal approval from the English Department.

English and/or American Literature 2

One course in foreign literature may be substituted for one literature course. This may be either a course in the language or in English translation, provided it is approved in advance by the student's adviser.

Foreign language 1-3

1. Students beginning a new language at Campbell University must pass either the 201-level course in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chairman of the Foreign Language Department.
2. Students continuing a language in which they completed less than two units in high school must pass the 201 level course or an approved exam.
3. Students continuing a language in which they completed two or more units in high school must pass the 202 level course or an approved exam.
4. Students pursuing the B.B.A. degree are required to complete two foreign language courses which may be met by presentation of two or more high school units (years) in the same language.

Religion 125 and any additional religion course 2

History 111 and 112 2

Mathematics and Computer Science

Math and Computer Science 1-2

1. Successfully complete Mathematics 122 or two mathematics courses numbered 111 and above as selected by the major department. (One course may be from CIS 125, CSCI 275, CSCI 111, or Philosophy 221.)
2. Students pursuing the B.B.A. degree are required to complete Math 160.

Natural Science

Natural Science 2

1. Two laboratory science courses from Biology, Chemistry, Environmental Science, or Physics

2. SIED 117(General Science I) is recommended to all elementary and middle grades education majors seeking teacher licensure. These students will receive core curriculum credit for one-half the natural science requirement upon successful completion of the course. Priority in registration will be given to students seeking licensure.

Exercise Science (Physical Education) 2

Exercise Science 185 (2 hours) and any activity course (1 hour)

Social Science/Humanities 2

Social Science/Humanities Option

Students are required to complete only two courses and may take any combination, with the approval of the major department. Courses in Economics, Geography, Psychology, Government, History, Sociology, Religion, or Philosophy may be used to complete this requirement.

Total General Education Hours 50-59 Semester Hours

III. Participate, when requested, in assessment of institutional effectiveness of programs in general education and studies in the major and/or minor field.

On a periodic basis, the University will request student participation in determining measures of effectiveness of University programs and in assessing student progress during the course of the educational experience at Campbell. When the participation requested pertains to student progress in the major and/or minor, such participation becomes a requirement for graduation.

IV. Satisfy the Cultural Enrichment Program (C.E.P.) attendance requirement.

The Campbell University Cultural Enrichment Program represents an attempt to stimulate spiritual growth and commitment, to offer quality programs to enhance the cultural and educational atmosphere of the campus, and to facilitate communication within the University.

Attendance requirements for C.E.P. are as follows:

Students entering as *freshmen* must attend for four semesters

Students entering as *sophomores* must attend for three semesters

Students entering as *juniors* must attend for two semesters

Students entering as *seniors* must attend for one semester

Students who are *seeking an Associate degree* will attend two semesters of C.E.P.

One-half hour credit is awarded for each semester of C.E.P. attendance. The grade will depend upon the number of absences.

V. Complete a minimum of 12 upper-level semester hours in the departmental major at Campbell.

A student may be a candidate for only one undergraduate degree. Normally, each student chooses a major field when nearing completion of the core curriculum requirements, usually not later than the second semester of the sophomore year. Each Campbell University student is responsible for insuring that the choice of major is properly and currently recorded with his/her adviser and in the Registrar's Office and the University Computer.

Please Note: Students must take cognizance of the fact that the Registrar's Office is the office of record with respect to student academic information during residence and at the time of graduation. If the information on record in that office is not correct, then permanent student records as well as Federal, State, Financial Aid, and VA reports can be in error, perhaps causing the student academic and/or financial hardship.

Double Majors

It is sometimes possible to complete the requirements for two majors while in residence. Qualification in two majors does not entitle a candidate to two degrees.

Depending upon the requirements, this process may necessitate an additional semester or two in residence.

Students who desire qualification in two major fields must obtain for the official record the one-time written approval of both of the appropriate department chairmen, have the approvals on file in the Registrar's Office and, at each pre-registration, secure the written approval of the adviser in the primary department as well as that of a representative of the secondary department. Since requirements for the major vary by department, the student must select in writing one department's requirements as governing. In the event of misunderstandings or conflicts with respect to requirements, the chairman of the governing department will resolve the problem.

In the case of duplicate requirements, the student may be released from the course requirement by the department chairman of the secondary major, but the student must still have 128 hours for graduation. Students must have a 3.0 average before starting a double-major program.

Campbell University does not award a second baccalaureate degree. Graduates may be given certification in a second major upon completion.

Please Note: Students receiving veterans' benefits must document with the Veterans' Affairs Coordinator, the Office of the Registrar, and the appropriate department chairmen their intent to pursue the double major or a major with a minor. A written course requirement sheet, agreed to by respective department chairmen, must be provided to the veterans' benefit student with the clear understanding that an additional semester may be required to complete all requirements. The course requirement sheet will be

developed on a case-by-case basis, tailored individually, and agreed to by the appropriate department chairmen. Successful completion of all degree requirements will result in award of a single diploma.

Minors

Students may also elect to earn a minor field. Requirements for minors are normally less demanding than those of a major field. Minimum requirements for a minor are 18 semester hours, including at least five courses. Variations will be determined by the appropriate departments. The student must designate his major and minor fields in writing to the registrar at the time of application for graduation. There is no grade point average requirement to meet before commencing work on a minor; however, no credit will be given for a minor unless the student has a "C" average (2.000) when all courses counting toward the requirement are included.

VI. For the bachelor's degree, earn 128 semester hours of credit, of which the last 32 must be at Campbell.

N.B. A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded only with the approval of the Retention Committee. From time to time, changes are made in General College Curriculum requirements, graduation requirements, and related matters. Unless otherwise indicated, such changes will be applicable to all students enrolled at the time the change is adopted, as well as to all students who re-enroll after a period of absence.

Bachelor of Arts Degree Requirements

Students must complete the General College Curriculum, along with major and elective requirements, to total 128 semester hours. Major requirements are included in the appropriate academic department listing in this Bulletin. Students desiring the designation of a minor on their University record must insure that both their major and minor departments are informed of their desires and intentions and must pre-register in the same manner as those applying for a double major.

The Bachelor of Arts Degree is awarded to students in the following majors:

College of Arts and Sciences

Art, English, French, Government, Mass Communication, History, and Spanish.

The Divinity School

Dramatic Art, Music, Music Education, Religion, and Religion and Philosophy.

Bachelor of Business Administration Degree Requirements

Students must complete the General College Curriculum, along with major and elective requirements, to total 128 semester hours. Major requirements are included in the Lundy-Fetterman School of Business section of this Bulletin.

The Bachelor of Business Administration degree is awarded to students in the

following majors: Accounting, Business Administration, Computer Information Systems, Golf Course Management, International Business, and Trust Management.

Bachelor of Science Degree Requirements

Students must complete the General College Curriculum, along with major and elective requirements, to total 128 semester hours. Requirements for each major are included with the appropriate academic discipline listing in this Bulletin. The Bachelor of Science degree is awarded to students in the following majors:

College of Arts and Sciences

Biochemistry, Biology, Chemistry, Computer Science, Exercise Science, Mathematics, Social Science

The Lundy-Fetterman School of Business

Economics

School of Education

Elementary Education, Middle Grades Education

Teacher Licensure with a B.S. degree in the following areas: Biology, English, French, Family and Consumer Science, Mathematics, Music, Physical Education, Social Science, and Spanish

Psychology

Family and Consumer Science in the following areas: Family Studies, Apparel Merchandising

School of Pharmacy

Clinical Research, Pharmaceutical Sciences

Bachelor of Social Work Degree Requirements

Students must complete the General College Curriculum along with major and elective requirements to total 128 hours. Major requirements are included in the School of Education section of the *Bulletin.*

Bachelor of Applied Science and Bachelor of Health Science Degree Requirements

Students must possess an earned associate degree in an applied science or health science from an accredited college or technical school, or have the equivalent of an associate degree, which is 64 semester hours of study including at least 36 in the major, and the appropriate certification by national or state boards, and/or completed military training and certification.

Further, students must complete 25 semester hours of credit in these Campbell Core Courses, if not already accepted as transfer credits within the associate degree program of study. Electives may be taken to replace any core credits completed through transfer.

Subject	*Credit Hours*
English 101-102	6
History 111-112	6
Religion 101-224	6
CIS 125	3
Science Lab Course	4

Finally, students must complete 39 additional semester hours of study, of which 27 hours minimum must be upper division (300-400 level courses) from any of these subjects: accounting, business, computer information systems, computer science, economics, foreign language, government, history, literature, mathematics, philosophy, psychology, religion, science, or sociology.

Associate of Arts Degree Requirements

Campbell University offers Associate degree programs in General Education, Business Administration, Computer Information Systems, and Social Sciences. A candidate for this degree must have demonstrated evidence of good character, completed 64 semester hours of study with 2.0 average on all work offered for graduation, and must have earned a 2.0 average on 80 percent of all work attempted. This degree requires a minimum of 16 semester hours of study in residence. All AA degrees require the following general courses:

Courses	Credit Hours
English 101-102	6
English Elective	3
Mathematics Electives	6
History 111 and 112	6
Science	4
Fine Arts	3
Religion 101	3
EXER 185 (2) plus an activity course (1)	3
Electives	30
Total Semester Hours	64

Combined Degree Programs

Candidates for the "three-three" degree program in law and the "two-four" program in pharmacy must have the written approval of the appropriate deans, including the dean of the undergraduate college or school.

Beginning in Fall 1995, students with combined SAT scores of 1200 or higher may be offered guaranteed seats in the Norman A. Wiggins School of Law upon graduation, provided that they have maintained a 3.50 cumulative grade point average during their undergraduate work at Campbell University and satisfy the law school's requirement with respect to the Law School Admission Test (LSAT). The School of Pharmacy reserves spaces for high school valedictorians who maintain required averages in their pre-pharmacy curriculum.

VII. Achieve a grade point average of 2.0 on all undergraduate work attempted. In addition, a 2.0 average is required for all work attempted at Campbell and in the major.

N.B. I: Some departments require that all courses in the major have a minimum grade of "C."

N.B. II: Extended Campus students will be governed by the academic residency requirements of the Service-Members Opportunity Colleges (SOC), which at the baccalaureate level requires 32 minimum credit hours, of which 15 must be in upper-level coursework with Campbell.

Please note that the responsibility for meeting the requirements for graduation rests upon the student in all cases.

■Class Attendance Policy

University policy regarding attendance is that:

1. The student is obligated for all required work, written and oral, in each course for which registered, whether the student attends class or not.

2. No student will receive credit for any course in which he/she fails to attend at least 85-percent of the classes held.

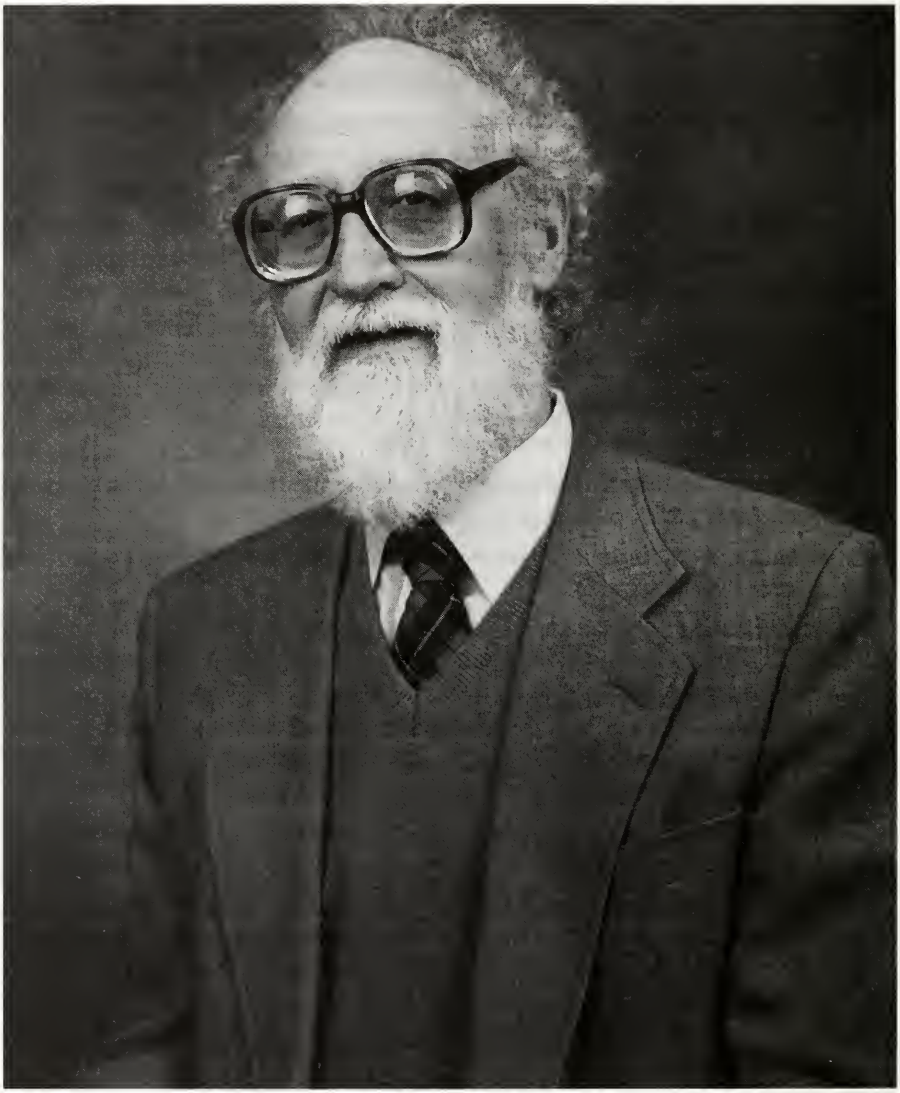
3. Students should understand that the 15-percent absences allowed are designed for, but not limited to, personal and family emergencies, inclement weather conditions, bona fide medical needs, and officially approved representation of the University, such as athletic teams, student congresses, and assessment testing. Students whose absences fall in these categories will be allowed to make up work; it is incumbent upon the student to notify the professor in advance when possible.

4. Absences for other than the reasons listed above will normally not be "excused" under any circumstances, even though it is understood that they will occur.

5. Professors will keep absence records in all classes. Students who exceed the allowed number of absences will not receive credit for the course involved. Students who do not properly withdraw from a course they intended to drop will be given a "WP"(withdraw passing) upon certification by the professor that such an action is consistent with his/her records. Otherwise, the grade will be a "WF" (withdraw failing).

6. Professors have the prerogative of making their absence policy more restrictive than that of the University in terms of absences, but otherwise will honor the letter and spirit of the paragraphs above.

7. Professors will include a clear statement of their absence policy in the syllabus for each course and will announce it in the first two sessions of each semester/session.



■ General Academic Regulations

Classification of Students

The classification of a student depends upon the number of hours and quality points earned and not upon the length of time enrolled in the University. A student is classified:

1. As a *senior*, upon the completion of 98 semester hours.
2. As a *junior*, upon the completion of 64 semester hours.
3. As a *sophomore*, upon the completion of 24 semester hours.
4. As a *freshman*, if the regular admission requirements have been met.
5. As a *special student*, if for some approved reason the student is registered for one or more courses but does not meet the admission requirements.
6. As a *part-time student*, if, with approval, the student is registered for less than 9 hours of credit work. However, to receive full assistance through the Financial Aid Office, a student must be enrolled for 12 semester hours for undergraduate, and 6 semester hours for graduate students.

Graduation and Graduation Ceremonies

Degrees are conferred in August, December, and May; graduation exercises are held twice a year, in May and December.

Minimum Grade Requirements for Graduation

All associate and baccalaureate candidates must have: (1) an overall "C" average (2.000); (2) a "C" average (2.000) in the major; (3) a "C" average (2.000) at Campbell.

Note: Music majors must have a "C" or better on each music course. Education majors must have a "C" or better on all education courses.

Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation, normally, and in no case later than, at January registration prior to May graduation, and at fall registration for December graduation. Students who cannot complete their work in time to march at the May ceremony are welcome to march the following December. Depending on an individual student's progress, this process may involve several applications.

Applications must be on file in the Office of the Registrar before the degree will be awarded. The candidate must satisfy all financial obligations prior to graduation.

Graduation with Honors

The award of honors at Campbell University is determined in accordance with the following rules:

1. The GPA on all work at Campbell University must equal the stated GPA requirement.

2.All transfer work from accredited institutions must meet or exceed the stated GPA requirement for the awarded honors.

3.To be eligible for honors at graduation, any student must have completed a minimum of 60 semester hours at Campbell in a five-year period immediately preceding graduation.

4.Students who achieve a grade point average of 3.40 will be graduated *cum laude*, 3.60 *magna cum laude*, and 3.90 *summa cum laude*.

Graduation in Absentia

All candidates are expected to participate in the graduation ceremony, unless hindered by exceptional circumstances. To be eligible to participate in the ceremonies, the student must have completed all degree requirements prior to the date of graduation. Candidates with legitimate conflict, such as military duties, will be excused. Others must petition the appropriate dean or extended campus director.

■Policies Regarding Registration and Course Credit

Faculty Advisers

Each student will be assigned a faculty adviser who will be available to assist in making academic decisions. Prior to registration each semester, every student must have proposed courses approved by the adviser, and, if so indicated in this Bulletin, by representatives of other departments and/or schools.

Students interested in pursuing special programs or majoring in government, elementary education, middle grades education, family and consumer sciences, or music should enter these programs at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining licensure for teaching in the public schools must consult the School of Education prior to registering for the sophomore year.

Semester Hour

A semester hour usually represents the credit earned in a class which meets one hour (fifty minutes plus a ten-minute break) a week for a full semester. In a course meeting three times a week, three hours of credit will be earned.

Courses in science, computer information, and family and consumer sciences carry laboratory requirements. In general, two hours of laboratory time are converted into one hour of credit; in the natural sciences, the ratio is three to one.

Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for juniors and seniors. Those numbered 500 are for advanced undergraduate and graduate students.

Courses numbered 600 and above are for graduate students only. Credit hours for each course are listed in parentheses after the title.

The University reserves the right to make necessary changes in the class schedule where there is insufficient demand for an announced course or where unexpected personnel changes have occurred.

Normal Class Load

During the regular semesters on the main campus, a normal class load is fifteen to sixteen hours (not including CEP). During the summer sessions and off-campus terms, a normal load is six semester hours each session/term.

For extended campus students, a normal full time class load is six hours per term, and may not exceed nine hours without the express approval of the extended campus director.

A full-time boarding student must carry a minimum load of twelve semester hours. Students carrying less than twelve hours will not be eligible for full financial aid.

A full-time student whose enrollment drops below nine semester hours will be subject to suspension from school and removal from the residence hall if appropriate.

Overloads

Students enrolling in more than eighteen semester hours (not including CEP) during the regular semester or six semester hours during summer sessions and off-campus terms must obtain permission from the appropriate dean or extended campus director, and pay the appropriate overload charges.

Enrollment at Other Schools

Requests for permission to enroll in courses at other colleges for subsequent transfer back to Campbell University must be approved by the Registrar and the appropriate dean in writing prior to enrollment.

Students who do not have an overall "C" average and a "C" average at Campbell normally will not receive approval to transfer courses to Campbell.

Furthermore, students who are in their fourth semester at Campbell University or who have completed 64 semester hours may not transfer work from two-year institutions (junior colleges, community colleges, or technical colleges).

Students should understand that they must complete the last 32 semester hours in residence at Campbell, and that work completed at another institution while a student is ineligible to return to Campbell will not be accepted in transfer.

Transfer courses to be applied against the requirements in the major field must have the written approval of the chairman of the major department.

A deficit in quality points on courses taken at Campbell must be made up at Campbell.

Please Note: Students enrolled at extended campus sites are usually covered under the provisions of the Servicemembers Opportunity College (SOC) consortium. SOC provisions, though normally more liberal than the policy stated here, are subject to specific requirements and stipulations. Extended campus students should check with their site director prior to enrolling at any other institution.

Policies for Attending Extended Campus Sites

Main campus students may enroll for courses at Campbell's extended campus's sites on the following conditions:

1.The requested course will not be available on the Buies Creek campus during the present semester or prior to the expected date of the student's graduation.

2. Approval must be obtained from the adviser, department chairman, discipline department chairman, and registrar.

3. A student may enroll for no more than two courses per semester.

4. The maximum number of hours allowed during any semester and combination of off-campus terms must not exceed 18.5 hours.

5. If a student enrolls for six or more hours on main campus, and three or more hours at any off-campus location during the semester, the student is considered a full-time on-campus student and must pay resident tuition charges.

6. If a student enrolls for six or more hours on main campus, plus any combination of off-campus courses, such that total enrollment will exceed 12 semester hours during the semester, that student will be charged full-time on-campus tuition charges, plus the applicable off-campus tuition charge for all semester hours in excess of 12.

7. Extended campus students should consult the Director of Financial Management in the Business Office about tuition costs before enrolling in six or more hours on main campus.

Directed Independent Study (DIS)

Independent study is any type of study which is conducted under the supervision of an instructor but which is not available as a regularly scheduled course or which is a regularly scheduled course but is not currently available.

Credit hours will be given for each independent study course as listed in the catalog for regularly scheduled classes.

All independent study should be initiated by the student, and a contract submitted prior to the semester for which credit is sought. The student should submit a written request to the faculty adviser, or site Director (if an extended campus student) during the advisement period and obtain approval before registration.

The student and faculty member will work out the format of each course and will adhere to the standards set by the department.

Departmental standards will include the following:

1. No student may take more than one three-semester-hour independent study course per semester; no student shall present more than nine credit hours in independent study toward a major without the approval of the discipline department chairman, adviser, and the dean of the college/school.

2. The student's schedule should allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor.

3. A clear written understanding should be established between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation.

4. All students should complete all freshman and sophomore courses by the end of the junior year.

Supervision of independent study will be on a volunteer basis for the professor. No professor will have more than three independent studies at any time. All independent study contracts shall be approved by the faculty adviser, the supervising professor, the discipline department chairman, the appropriate dean, and the registrar. (Note: Extended campus students require only the approval of their site Director.)

Veterans enrolled in independent study courses must also be enrolled in 12 semester hours of traditional course work to qualify for veterans' benefits.

Blank independent study contracts may be obtained in the Office of the Registrar.

Auditing a Course

A student may audit any course by obtaining the permission of the instructor and the appropriate dean. The requirements for attendance and participation are determined by the instructor.

An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course that is required in his/her degree program for credit; once a course is audited, no credit can be given for any reason. A course that is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

Advanced Placement

College credit will be awarded to a student who completes the *Advanced Placement Examination* with a score of three or better. Three hours of credit may be awarded for any achievement test completed with a score of 650 or better. No grades will be given in courses for which credit is granted by examination.

Applicants should arrange with the College Entrance Examination Board (CEEB) for

the *Advanced Placement Test* and should request the CEEB to send the results of these examinations to the Dean of Admissions. The decision on the appropriate amount of credit to be awarded will be determined by the department chairman with the approval of the appropriate dean.

Correspondence Courses

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the appropriate dean, the chairman of the department or extended campus director, and the registrar.

Credit by Examination

Credit may be earned by satisfactorily completing the *General Examinations* or the *Subject Examinations* of the College Level Examination Program (*CLEP*) of the College Entrance Examination Board. A maximum of 64 hours of credit may be earned for scores suggested by the American Council on Education.

Credit for courses in the core curriculum to be earned through *CLEP, DANTES, USAFL APP, Challenge Examinations*, and other nontraditional methods must be submitted not later than the end of the student's first year of residence at Campbell or any other accredited institution of higher education. A year of residence is defined as 32 semester hours, obtained in any combination of traditional semesters, summer sessions, or off-campus terms.

Credits for the *CLEP Subject Examinations* will be awarded for scores at or above the average score made by "C" students in the national norms for the Subject Examinations. Applicants who seek credit by examination may obtain further information from the Registrar of the University. No grades will be given for credit earned by nontraditional methods.

Transfer Students

Students who complete course work in another accredited college or university may apply for admission to Campbell University. Transfer applicants must be eligible, both academically and socially, to return to the institution from which they are transferring. Applicants from accredited institutions normally will be admitted upon the recommendations of the Admissions Officer and the Registrar.

Substitution Policy

The Dean of each school, and upon recommendation of department chairmen or extended campus director, have authority to approve subject substitutions. Normally, for veterans, course substitutions will be restricted to two for baccalaureate degree programs without approval action from the North Carolina State Approving Agency Office.

Withdrawal from the University

To withdraw officially from the University during a semester, a student must contact the Dean of Student Life. After a conference with the dean, the student is given a Withdrawal Card. This card must be completed and returned to the Office of Student Personnel in order to receive an official withdrawal. Failure to withdraw properly could result in a semester's worth of "F" grades; this is devastating to a grade point average.

Transcripts

The first copy of a student's record is issued upon request without charge. Subsequent copies are $5.00 each. Written requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of $5.00 for each copy desired. Checks or money orders should be made payable to Campbell University. Forms for Transcript Requests may be obtained by accessing the following URL: http://www.campbell.edu/academics/index.html.

Campbell University complies with the Buckley Amendment with respect to the privacy of student records, i.e. the University will not release student records without the signature of the student.

Drop-Add

Deadlines are published each semester for dropping and adding courses. In a regular semester, a course may be dropped without a grade for a period of four weeks. A course may be dropped from the fifth week to the midterm with a WP (withdrew passing) or WF (withdrew failing). All courses dropped after the midterm will be dropped with a WF, except in the case of medical withdrawal from the University. The time periods listed herein for the regular semester will be applied proportionally to Summer Session and Off-Campus terms to determine the rules for withdrawal in the summer.

Students will not be allowed to drop freshman courses in English, mathematics, or history without the permission of the academic adviser.

Any course dropped without the adviser's permission may be recorded as an "F".

■University Disciplinary System

The Dean of Student Life is responsible for the administration of the University's disciplinary system. This responsibility is exercised on behalf of the President of the University and entails the operation of several bodies. They are described below and explained in detail in the Student Government Association Bylaws. The operation of the Traffic Committee is described in detail in the University's Traffic Regulations Handbook.

Allegations of misconduct involving graduate students are referred to the appropriate graduate/professional school for resolution.

•*The University Conduct Council* is composed of an elected executive officer, the four undergraduate class presidents, three faculty members, the Residence Life Director, and the Dean of Student Life. The council hears violations of the Student Code: Standards of Conduct and Residence Hall Rules. The council may penalize students for misconduct by assigning penalty points. Once assigned, penalty points remain in effect for 365 days. The accumulation of penalty points can lead to social probation (10 points), disciplinary probation (15 points), and suspension (20 points).

•*The Abbreviated Conduct Council*, an extension of the University Conduct Council, is composed of the executive officer of the full council, the Director of Residence Life, and the Dean of Student Life. It is authorized to hear allegations of Student Code violations which have a maximum penalty point value of not more than twelve points and involve students who have acknowledged their misconduct and who have not previously appeared before the abbreviated council or any other University disciplinary body. Students who wish to contest allegations or who have previously appeared before the abbreviated council or any other University disciplinary body must appear before the full council.

•*The Executive Committee of the Faculty* is composed exclusively of faculty members including the deans of the Lundy-Fetterman School of Business, the School of Education, and the College of Arts and Sciences. The committee serves as a hearing board for incidents of misconduct involving violations of federal, state, and local law. It may also hear violations of institutional policy and incidents requiring a high degree of confidentiality to protect the reputations of the students involved. Cases of sexual immorality fall into this category.

•*The President's Executive Committee* is composed of the President of the University and his cabinet. The Committee considers written appeals of decisions made by the University Conduct Council, Abbreviated Conduct Council, and the Executive Committee of the Faculty. Appeals must be submitted in writing through the Dean of Student Life's office within three school days of the decision being made. The Committee does not hear personal appeals or oral arguments.

•*The Honor Council* is composed of a chairman, vice chairman, administrative officer, ten class representatives, and six faculty members. The purpose of the Council is to investigate and hear allegations of academic dishonesty. Hearings are conducted before a panel of seven students and three faculty members. The panel may impose penalties ranging from censure to expulsion. Sanctions of expulsion and suspension are automatically reviewed.

•*The Honor Council Review Committee* is composed of the dean of the College of Arts and Sciences, the dean of the Lundy-Fetterman School of Business, and the dean of the School of Education. This committee will hear all requests for review and will

periodically review all hearings conducted by the Honor Council.

•*The Safety Committee* is composed of the four undergraduate class presidents, four faculty members, and the Director of Security and Traffic. Its responsibilities include hearing appeals of parking tickets.

Records of disciplinary actions are normally maintained by the Student Life Office until the fourth summer following the last entry. Copies of correspondence announcing the decisions of the above committees (Safety Committee excepted) are sent to the Registrar's Office for inclusion in the student's permanent record. Students may examine the contents of their files at the Registrar's Office and/or the Student Life Office by appointment.

■Honor Societies

Inquiries in reference to the honor societies listed below should be directed to the Dean of Student Life.

•*Phi Kappa Phi.* A chapter of Phi Kappa Phi was established at Campbell in the fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class. Graduate and professional students in the upper 10 percent of all graduate and professional students in the institution are also eligible.

•*Omicron Delta Kappa.* A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and the fine arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.

•*Epsilon Pi Eta.* The *Epsilon Pi Eta* society was organized in the fall of 1928 for the purpose of promoting character, leadership, and scholarship. Members must achieve a 3.25 overall GPA for three consecutive semesters prior to selection.

•*Phi Eta Sigma.* A chapter of *Phi Eta Sigma*, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent "As" and fifty percent "Bs" for a normal academic load during the first or second semester at Campbell. The society is open to both freshmen men and women.

•*Kappa Delta Pi.* The Chi Theta chapter of *Kappa Delta Pi* was installed on April 25, 1996. This education honor society is open to undergraduates, graduate students, faculty and alumni whose major is education. Undergraduates must have reached junior status and have earned a minimum 3.0 GPA.

•*Pi Gamma Mu.* The Campbell University chapter of *Pi Gamma Mu* was established in the fall of 1984. *Pi Gamma Mu* is a society which encourages excellence in the social sciences among undergraduate and graduate students. Membership and leadership in the chapter are shared between faculty and students. As an honor society, *Pi Gamma Mu* gives recognition to good scholarship and promotes it consistently through enriching activities, a lectureship program, and student-faculty fellowship. When a junior, senior, or graduate student has at least 20 hours in the five core areas (history, political science, economics, sociology/anthropology, and international relations), and in some other social science courses such as social psychology, criminal justice, and geography, with a grade average of "B" (85 percent), that person may be invited to join an active chapter of *Pi Gamma Mu*. In addition, an eligible student should be in the top 35 percent of the class.

•*Sigma Tau Delta.* Gamma Chi, local chapter of Sigma Tau Delta, the only national English honor society, was formed in 1987. It recognizes outstanding English students who are in the top 35 percent of their class.

•*Who's Who Among Students in American Universities and Colleges.* One of he most prestigious awards the academic community can bestow is selection for Who's Who. Students selected are evaluated with respect to scholarship ability, participation, and leadership in academic and extracurricular activities, citizenship, service to Campbell University, and their potential for future achievement. Only seniors and graduate students are eligible.

•*Premedical/Allied Health Honor Society* is open to students who have an overall 3.0 GPA in all classes and in science. Three semesters of study are required and the students must rank in the upper 35 percent of their class.

•*The Presidential Honor Society* has a membership of students who made 1100 or better on the SAT, who have good character, and are in the top 15 percent of their high school class.

•*Phi Alpha Theta* is the national honor society for history, founded on March 17, 1921 at the University of Arkansas by Nels Andrew Nelson Cleven. Initiates must have 12 semester hours in history with a 3.0 GPA as well as a B average on two-thirds of the remainder of their college work. This society has more than 700 chapters in 50 states, more than any other accredited honor society.

■Standards and Expectations

Ethics and Discipline, Code of Ethics

Christian higher education has always been a major concern and integral part of Baptist life in North Carolina. Consequently, over the years, Christian universities and the church have stood as partners. Campbell University plays an important role in the mission of the church and the mission of the Kingdom of God on earth.

Campbell University is Christian but not sectarian. Each year, many religious denominations and faiths are represented on the campus. However, it is expected that all those who attend the University will be sympathetic to its stated purposes.

As a Baptist university, Campbell is committed to teaching students to think with Christian values as their basic guidelines. Accordingly, it is incumbent upon the University to provide its students with a code of honorable behavior that in its observance makes more nearly possible an environment whereby the student can grow spiritually, morally, and intellectually.

To perpetuate these Christian ideals and principles, it is the responsibility of each student to maintain a high standard of personal behavior. Thus, a student who matriculates at Campbell University should demonstrate a willingness to abide by the following code while a member of the student body.

The code of Campbell University arises directly out of the institution's statement of purpose.

The basic principles which guide the development of Christian character and govern Christian behavior are to be found in the Scriptures. Moral law is the gift of God and is fully revealed in the teachings of Jesus Christ.

The student, by virtue of his enrollment, agrees to abide by the rules and moral precepts which govern the University community. Because of the University's commitment to the Lordship of Christ over every area of life, wholehearted obedience to moral law as set forth in the Old and New Testaments and exemplified in the life of Christ applies to every member of the University community, regardless of position.

- While the Bible does not provide a specific teaching regarding all social practices, its emphasis on general principles is unmistakable, particularly in circumstances where lack of self-restraint would be harmful or offensive to others.

- Out of these general principles come certain concrete expectations which should be viewed not negatively but as practical guidelines for conduct and for a productive way of life:

- To uphold at all times and in all places, both on- and off-campus, the University's statement of purpose.

•To protect the property rights of others from theft, damage, or misuse.

•To adhere to all college policies and regulations, including the rules governing the use of facilities, housing on and off the campus, and campus organizations.

•To obey, respect, and uphold the law of the land.

•To refrain from the possession, use, or distribution of alcoholic beverages and drugs.

•To maintain a standard of dress which insures neatness, cleanliness, and appropriateness of attire.

•To exhibit good taste, decency, and restraint at all times, refraining from disorderly conduct and indecent, profane, or obscene expression.

•To be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information.

•To abstain from any sexual relations outside the bonds of marriage.

•To exemplify principles of honor, integrity, and morality, and to help others fulfill their obligations under this code.

Student Handbook

The Student Handbook is published each year by the student personnel staff. Student activities, campus services, academic regulations and policies, and regulations governing student affairs at Campbell University are stated in the Student Handbook.

Every student is expected to become thoroughly acquainted with the Student Handbook. Students are responsible for complying with the policies and regulations presented in the annual edition of the Student Handbook.

■Grades and Honors

Grades and Quality Points

The grading scales with the assigned quality points are as follows:

Grade	Quality of Work	4-Point Scale
A	Superior/Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure/Non-mastery of material	0
FX	Failure due to Honor Violation	0
I	Incomplete	0
IC	Incomplete Continued	0
WF	Failing at time of withdrawal	0
WP	Passing at time of withdrawal	0
Au	Audit	0
P	Passing (Graduate only)	Hours Only

A grade of "I" (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise, it will be recorded as an "F". A grade of "IC" must be removed by the completion of the work within 120 days. A student may appeal a grade for a period of one academic year from the semester in which the grade was incurred. No changes to the transcript will be made after a twelve-month period unless a professor acknowledges in writing that an error in grade reporting has occurred.

The cumulative grade point average (GPA) is determined by dividing the total quality points earned by the total number of semester hours attempted.

Repeat Courses

Beginning with the Fall Semester 1993, on repeat courses, the last attempt only will affect the final grade point average. Previous hours attempted, previous hours passed, and previous quality points will not be considered, although they will remain on the permanent record. Thus, students attempting the same course two or more times will not be charged hours attempted for the second or subsequent attempts. This policy is not retroactive.

All grades from all attempts are recorded and remain on the transcript permanently, without exception. Courses transferred from non-traditional programs, non-accredited

institutions, and foreign programs are not included in the computation of the grade point average.

Honor Violations

At the discretion of the faculty, student academic violations of the honor code may be handled in one of two ways. The case may be referred to the Student Honor Council through the Department Chairman, the Dean, and the Dean of Student Life. The second option is to award a grade of "FX" in the course for the semester's work. Once entered, this grade will remain on the student's transcript as long as he/she is a student at Campbell. The "FX" is removed in one of two events: graduation or the departure of a student from the University. The latter circumstance is determined once per year after fall enrollment is complete.

The Eight-Year Forgiveness Policy/Academic Forgiveness Policy

Campbell University has an academic policy for which eligible candidates may apply. To be eligible to benefit from the terms of this policy and request academic relief, a candidate's work to be forgiven must be eight years or older. *(Please Note: Courses taken at other colleges or universities during the eight year period will be considered on a course by course basis.)* Under the terms of the policy, we will award credit hours only for any course in which the candidate has earned a grade of "C or better." Students will not be required to repeat courses on which they have earned a "D"; however, no credit hours toward graduation will be allowed for "D" grades. Failing grades will not be charged against a student's Grade Point Average.

Minimum Academic Standards

To be eligible for continued enrollment, students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality-point ratio of 1.4.

2. Students who have attempted 48 but fewer than 78 semester hours must have a quality-point ratio of 1.6.

3. Students who have attempted 78 but fewer than 110 semester hours must have a quality-point ratio of 1.8.

4. Students who have attempted 110 but fewer than 130 semester hours must have a quality-point ratio of 1.85.

5. Students who have attempted 130 or more semester hours must have a quality-point ratio of 1.9.

Students not meeting the minimum academic standards will be advised to attend summer school at Campbell to improve their grade point average.

N.B. I: Students of junior standing or less (64 semester hours or less) whose GPA falls below a 1.800 will be allowed to register for a maximum of 13.5 semester hours.

N.B. II: The Department of Veteran's Affairs requires VA students to have a quality-point ratio of 2.0 upon completion of 75% of their degree requirements.

Academic Warning

The University Retention Committee convenes in May of each year to review the academic progress of undergraduate students. The Committee issues an "Academic Warning" to any student whose composite grade point average is less than 2.0. A student who fails to show progress toward graduation may receive more than one "Academic Warning" until such time as the quality point deficit is reduced in its entirety. However, a student who has not made sufficient progress during any grading period may be suspended without further "Academic Warnings."

Students who incur quality point deficits of 40 or more are normally declared "academically ineligible" for a minimum of one semester. Students who have been ruled ineligible for readmission may appeal to the Retention Committee.

To receive financial aid under Federal Title IV Programs, a student must be making "satisfactory progress" toward graduation as defined herein. In addition, all full-time students must pass an average of 9 hours each semester during the first two years and an average of 11 hours during the remainder of the undergraduate study.

Dean's List

The requirements for the Dean's List are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 3.25 or better on work completed during a semester.
3. No grade below a "C".
4. Not more than one "C" grade.
5. No incomplete grades.
6. No overcuts in classes or the Cultural Enrichment Program (CEP).
7. Not on social probation.
8. No penalty points in effect.

President's List

The requirements for the President's List are as follows:

1. Be eligible for the Dean's List.
2. Complete at least a second semester of residence at Campbell University.
3. Earn a cumulative GPA of 3.50 on a 4-point scale on all work attempted.

Note: The honor lists are prepared at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.

■ Eligibility Regulations for Student-Athletes

Freshmen Eligibility

A student-athlete who enrolls as an entering freshman with no previous full-time college attendance must meet the following academic requirements to qualify for competition, practice, and financial aid during the first academic year in residence:

1. A minimum composite score of 700 on the SAT, or a minimum composite score on the ACT of 17. The required SAT or ACT score must be achieved under national testing conditions on a national testing date.
2. Present a minimum cumulative grade point average as specified in the NCAA Initial Eligibility Index in a successfully completed core curriculum of at least 13 academic core courses, including the following:

English	3 years
Mathematics (including algebra and geometry)	2 years
Natural or Physical Science (including at least one lab science)	2 years
Social Science	2 years
Additional Courses in English, Mathematics, or Science	2 years
Additional Academic Courses	2 years

NCAA Initial Eligibility Index

Core GPA	*SAT*	*ACT*	*Core GPA*	*SAT*	*ACT*
2.500 & above	700	17	2.225	810	20
2.475	710	18	2.200	820	20
2.450	720	18	2.175	830	20
2.425	730	18	2.150	840	20
2.400	740	18	2.125	850	20
2.375	750	18	2.100	860	21
2.350	760	19	2.075	870	21
2.325	770	19	2.050	880	21
2.300	780	19	2.025	890	21
2.275	790	19	2.000	900	21
2.250	800	19			

In order to participate in intercollegiate athletics, all incoming freshman student-athletes, including walk-on student-athletes, must receive their final certification of initial eligibility through the NCAA Initial Eligibility Clearinghouse.

Continuing Eligibility

To be eligible to represent an institution in intercollegiate athletics following the completion of one year of competition or residence, a student-athlete must maintain satisfactory progress toward a baccalaureate degree as determined by the University. This includes satisfactory completion of 24 semester hours from the beginning of the previous fall term or satisfactory completion of semester hours equivalent to an average of at least 12 semester hours for each of the previous academic terms in which the student-athlete has been enrolled.

NCAA Satisfactory Progress Requirements

1. The student-athlete shall earn at least 75-percent (18 hours) of the semester hours required for satisfactory progress during the regular academic year, and can earn no more than 25-percent (6 hours) of the semester hours required for satisfactory progress during the summer.
2. A student-athlete who is entering his or her third year of collegiate enrollment shall present a cumulative minimum grade point average that equals 90-percent of the cumulative minimum grade point average required for graduation.
3. A student-athlete who is entering his or her fourth year shall present a cumulative minimum grade point average that equals 95-percent of the cumulative minimum grade point average required for graduation.
4. A student-athlete who is entering his or her third year of collegiate enrollment shall have completed successfully at least 25-percent of the course requirements in the student's specific degree program.
5. A student-athlete who is entering his or her fourth year of collegiate enrollment shall have completed successfully at least 50-percent of the course requirements in the student's specific degree program.
6. A student-athlete who is entering his or her fifth year of collegiate enrollment shall have completed successfully at least 75-percent of the course requirements in the student's specific degree program.

Transfer Eligibility

A student who transfers to Campbell University from any collegiate institution is required to complete one full year of residence before being able to compete in intercollegiate competition, unless the student satisfies applicable transfer requirements or receives an exception or waiver of NCAA transfer legislation. Information on transfer eligibility is available through the Department of Athletics.

Institutional Policies

Campbell University complies with all applicable NCAA eligibility legislation as defined by NCAA Bylaw 14. In addition to the minimum requirements for competition established by the NCAA and the Trans America Athletic Conference, the following policies are in effect:

1. No student will be allowed to take part in any intercollegiate contest during a semester if he or she registered later than the fifteenth calendar day following the opening date of the semester.
2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance.
3. No student will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.
4. Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

The information above is a general summary of the eligibility rules for student-athletes. NCAA eligibility rules are complex and subject to review and change at each annual NCAA Convention. For further information and current interpretations of NCAA legislation, please contact the Department of Athletics.

■Admissions

Although the majority of the students at Campbell are from the Southeastern section of the United States, more than forty-six states and forty-five foreign countries are represented on the campus.

Selection for admission involves several considerations including grades, course selection, class rank, test scores, activities, and recommendations. Academic record or ability is not by itself sufficient qualification for the admission of any applicant.

A candidate for admission should make initial contact with the Office of Admissions, Campbell University, P. O. Box 546, Buies Creek, North Carolina 27506, early in the senior year of high school. At that time, the Admissions Office will mail necessary forms and instructions. The application process may also begin over the internet. Interested candidates will find our undergraduate interactive application on line at:

http://www.campbell.edu/admin/admissions.html

Please Note – Candidates for admission to a Campbell University extended campus program should contact the location they wish to attend (see pg. 89) Under SOC guidelines, admissions requirements are different from those on campus.

Steps for Beginning the College Admissions Process:

1. Study the catalog (A copy may be obtained by writing the Office of Admissions).

2. Ask the Office of Admissions to answer any questions concerning Campbell University or its programs.

3. Visit the University, preferably with parents, to tour the campus and to discuss the preferred program of study.

4. Obtain the necessary forms from the Admissions Office.

5. Complete the application form carefully and attach a recent photograph. With the application, enclose the $15.00 processing fee. Mail the application to the Office of Admissions.

6. With the assistance of the principal or guidance counselor, make the necessary arrangements for taking the *Scholastic Aptitude Test* of the College Entrance Examination Board. Request that the scores be sent to the Office of Admissions, Campbell University, P. O. Box 546, Buies Creek, North Carolina 27506. (Campbell's code for SAT is 5100. The ACT code is 3076.)

7. Upon completing the first half of the senior year, request that the high school principal send a record of all completed high school work to the Office of Admissions.

8. Request that the personal physician send the completed Student Health Service form to the Office of Admissions. This can be done after the acceptance decision.

9. Upon graduation request the high school to send to the Office of Admissions a supplementary transcript recording the grades and credits during the final semester.

Directions for Prospective Transfers

1. Follow Steps 1, 2, 3, 4, 5, and 8, outlined in the preceeding section. In addition to the above, the University needs SAT scores and high school transcripts.

2. Make available the scores on the *Scholastic Aptitude Test* (SAT) or *American College Test* (ACT). *Please Note:* These scores may be found on high school transcripts.

3. Request the registrar of the college at which you are now in attendance (or if not now in school, the registrar of the school last attended) to mail a complete transcript to the Office of Admissions at Campbell University.

4. If you have been in attendance at more than one college, the registrar of each institution should mail to the Campbell University Office of Admissions a transcript of all work attempted at that school. Failure to have the appropriate academic records sent to Campbell may result in the application being delayed or denied.

5. Request a complete college questionnaire from a responsible official of the college previously attended. *Please Note:* College questionnaires will be provided for the student in the Campbell transfer packet.

Official Enrollment

A student is officially enrolled by: (1) being accepted and notified by the Admissions Office, (2) making satisfactory financial arrangements with the Business Office; (3) registering at the appropriate time.

Admission Requirements

Full admission to freshman-level study requires the following:

1.Either a high school record showing graduation from an accredited secondary school with thirteen credits as follows:

English	4 credits
College-Preparatory Mathematics (Including two of algebra and one of geometry)	3 credits
One foreign language	2 credits
Social Sciences (One must be in United States history)	2 credits
Natural Sciences (One must be a laboratory science)	2 credits

Or successful completion of the General Educational Development (GED) Program and unusual circumstances with respect to ability, maturity, and motivation may be considered (Only a limited number of GED applicants will be considered.).

2. Acceptable test scores, preferably from the high school senior year, on either the

Scholastic Aptitude Test (SAT) or the *ACT Examination of the American College Testing Program.*

Students with composite scores less than 600 on the *SAT (ACT*)* will not be considered for admission. Students with scores in the 600-700 range will be evaluated for provisional admission (defined below) with reduced academic load and "academic support" courses in English and/or mathematics required in the freshman year.

Students with test scores from 700-850 will be eligible for full admission if they also have a respectable high school GPA, but will be monitored. Students with scores above 850 are eligible for full admission.

**Please Note: ACT* scores are converted to *SAT* equivalents for statistical purposes.

Definitions

Official Enrollment: A student is officially enrolled by (1) being accepted and notified by the Admissions Office, (2) making satisfactory financial arrangements with the Business Office, and (3) registering at the appropriate time. The University reserves the right to reject any application without explanation.

Full Admission: Admitted as a freshman, transfer, or special student with no conditions that have to be removed prior to graduation.

Probational Admission: Admitted at the discretion of the Admissions Committee, with the requirement to remove one or more conditions prior to enrolling or to commencing a second semester's work.

Examples include, but are not limited to, the following: (1) take further precollege work during the summer prior to the beginning of freshman year; (2) take a course to determine placement in English, mathematics, or foreign language; (3) demonstrate proficiency in or mastery of specified subject matter; (4) complete the official documentation in the applicant file.

A student admitted probationally receives credit for work at Campbell University only after the conditions are met and the status of full admission is achieved.

Academic Support Program: A program of special academic assistance is required for students with *SAT* composite scores in the range of 650-750, for other students with demonstrated weaknesses in English and/or mathematics, and for all students whose high school record warrants special concern and attention.

The major components of this program are a limit (13.5) on the number of semester hours taken until a 2.000 GPA is established, and assignment to remedial courses in English and mathematics, unless these courses are taken prior to arrival at Campbell University.

Credit Earned by High School Students

High school students may take courses for credit at Campbell University provided

they have completed their junior year and are recommended by their high school principal or counselor. Credit for courses successfully completed will be granted after the student graduates from high school and enrolls at Campbell University.

Admission of Military Personnel and Veterans of the Armed Forces of the United States

This institution is approved under the provisions of Title 38 *United States Code*, Chapter 36. Persons eligible and entitled under provisions of Chapters 30, 31, 32, 34, 35, and Sections 901 and 903, and Title 10 *United States Code*, Chapters 106 and 107 may enroll in programs approved by the North Carolina State Approving Agency.

Campbell University is a member of Service Members Opportunity Colleges, a consortium of over 1,300 institutions pledged to be reasonable in working with servicemembers and veterans trying to earn degrees even while pursuing demanding, transient careers. As a SOC member, Campbell is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and work experiences. SOC is sponsored by fifteen national higher education associations with the military services, the National Guard Bureau, and the Office of the Secretary of Defense serving as cooperating agencies.

The University will evaluate military records for college credit without charge to determine the amount of credit which may be granted for nontraditional schooling, and military experience and training, if the student applies for admission and is accepted as a degree-seeking student at the University.

For additional information, contact the Veterans' Affairs Office, Campbell University, Post Office Box 546, Buies Creek, North Carolina 27506.

Summer School Students from Other Institutions

Students enrolling at Campbell University for the summer program only should secure a statement certifying approval of such plans and listing approved courses from the proper official at the school to which the credit will be transferred.

Transfer of Credit

A transfer student from an accredited two-year institution may receive up to sixty-four semester hours of course credit.

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a "C" average during the first year of residence after transfer.

All students from accredited junior and community colleges are eligible to apply for transfer under a direct transfer policy if they have an overall "C" average and are recommended by the registrar of the sending institution. Full credit will be given to junior college courses at the associate degree level. Transfer students must be in good academic and social standing at the school from which they are transferring.

Reserve Officers Training Corps (ROTC)

Campbell University offers an ROTC program which is designed to develop officer-leaders and to lead to a commission as an officer in the Army Reserve or the Regular Army.

Additional information may be found under the Special Programs section of this catalog.

■Admission Requirements for International Students

International students are required to demonstrate proficiency in the English language and satisfy the admissions requirements and procedures.

The English language prerequisite for the University will be met when the applicant has submitted proof of a score of 500(paper) or 173(computer) or better on the TOEFL, or completed level 109 at an ESL Language Center.

A complete set of educational credentials with English translations, if necessary, are required before eligibility for admission can be determined.

An affidavit of financial responsibility is required before the University can issue an I-20 form.

International Student Activities

Education is more than just studying textbooks. Part of one's education at Campbell University is learning to work in a diversified world and sharing experiences and aspirations with others. Located in the heart of North Carolina, Campbell offers a perfect-sized campus for meeting new people and gaining fresh insights. It is also an ideal place to challenge one's self, as our students share a common goal: They all want to learn to be the best they can be regardless of their career choice.

As an international student, you will be joining other students from more than 40 different countries and all 50 states. This diverse atmosphere creates self-confidence and intercultural opportunities as well as providing personal fulfillment.

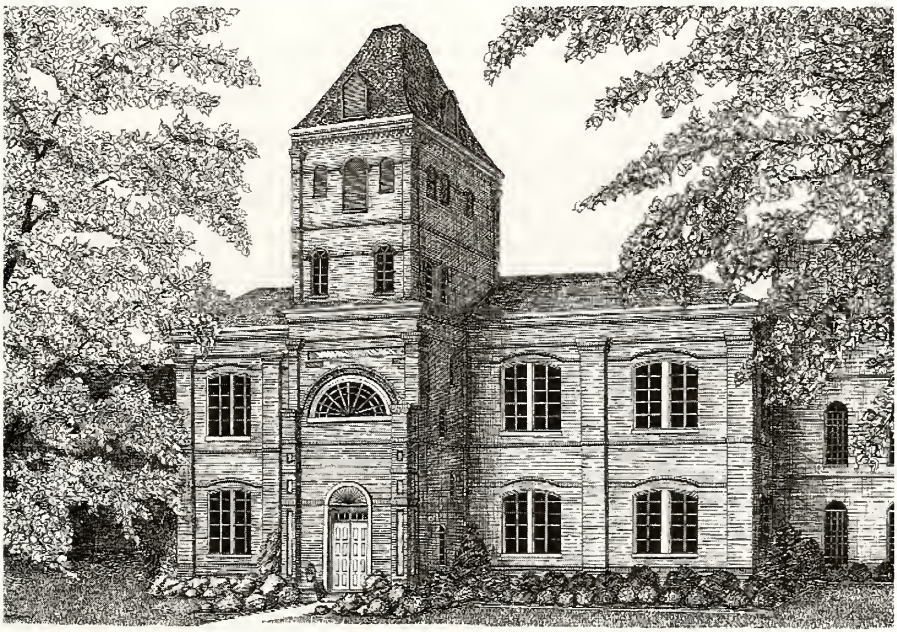
We, at Campbell, feel that our university offers the international student a unique educational opportunity; an opportunity not only to grow personally and academically as an individual, but also to learn about the cultures and traditions of the United States. We have a large and active international-student community that thrives in an academic environment that encourages multicultural exchanges as an important part of the total educational process. Here is what Campbell offers you, the international student:

- ·Small Classes
- ·Caring Professors
- ·Excellent Educational Facilities
- ·Active International-Student Community
- ·Dedicated International-Student Adviser
- ·Excellent Education at Reasonable Cost
- ·Safe, Secure Campus Environment
- ·Diversified Interests/Cultures

Campbell's academic atmosphere is one of excellence. Our admission requirements include a TOEFL score of 500 (paper) or 173(computer), along with a completed application and your academic records. Upon acceptance to the University, Campbell's international and academic advisors are ready to help you schedule and choose your field of study. You can be assured that you won't end up "just a number" at Campbell University. Our student/faculty ratio averages 18-1, and we pride ourselves in giving students individual attention and in becoming personally acquainted with them.

Campbell University is recognized as having one of the safest and most secure campuses in the United States. All students, both international and U.S., should be able to pursue their academic and personal goals in a safe physical environment such as that provided by Campbell.

Financial Information for Undergraduate Students 1999-2002



Z. T. Kivett Hall

Constructed between 1901 and 1903, Z. T. Kivett Hall has served the University in many capacities, including general classroom building, bookstore, snack bar, and faculty office building. Since extensive renovations in the 1970's, Kivett Hall has served as the home of the Norman A. Wiggins School of Law.

■Financial Assistance

The primary purpose of the financial assistance program at Campbell is to provide assistance for those students who could not otherwise acquire a college education. Campbell provides an extensive financial assistance program for eligible students in the form of scholarships, grants-in-aid, loans, and part-time employment.

In 1998-1999, Campbell awarded some type of financial assistance to approximately ninety-one percent of its students.

Further information about financial assistance, including application forms, may be obtained by writing the Financial Aid Office, Campbell University, Box 36, Buies Creek, North Carolina 27506, or by calling the toll-free number 1-800-334-4111.

Campbell accepts *The Free Application for Federal Student Aid.*

Need is calculated on income and asset information provided by student and parents, as well as family size and number of family members in college. This confidential information is used to determine the amount of assistance offered to our students.

To be considered for financial assistance or scholarships, the student must:

1. Apply to Campbell University. The Campbell University application serves two purposes. The application begins the admissions process and serves as the financial aid data sheet.

2.File a free application for federal student aid and request the results be sent to Campbell University, P.O. Box 36, Buies Creek, N.C. 27506. (Campbell University's Title IV School Code is 002913. The DUNS number is 07-558-6057.)

3. Be accepted for admission to Campbell University and/or be making satisfactory academic progress.

4. Transfer students must submit Financial Aid Transcripts from each college previously attended.

5. Transfer students must have an official evaluation by the Campbell University Registrar on file prior to official offer of financial aid.

6. A new free application for Federal Student Aid (FAFSA) must accompany the request for consideration for aid for each academic year. This should be done as soon after January 1 each year as possible.

A full-time student (minimum 12 hours) will be academically eligible to receive financial assistance under the Federal Title IV programs (Federal Pell Grant Program, Federal Supplemental Educational Opportunity Grant, Federal Family Education Loan Program, Federal Work-Study Program, and Federal Perkins Loan Program) and the North Carolina programs (North Carolina State Student Incentive Grant Program and the North Carolina State Contractual grant program for needy North Carolina students) for

a maximum of six years if he/she meets the conditions given below.

A student who enrolls for less than full-time will have the amount he/she can receive in financial assistance prorated.

Campbell University Financial Aid Office Policy on Satisfactory Academic Progress

Introduction: Revised March 25, 1986

Higher Education Act of 1965, as amended by Congress in 1980 mandated institutions of higher education to establish minimum standards of "Satisfactory Academic Progress" for students receiving financial aid. Additional legislation recently called for further refinement of this policy effective January 1, 1984. Campbell University makes these standards applicable to all programs funded by the federal government, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work-Study and Federal Family Education Loans. These standards are also applicable to the North Carolina Student Incentive Grant, North Carolina State Contractual Scholarship Fund, and certain university controlled scholarships based in part upon academic ability.

Satisfactory Academic Progress for Undergraduate Students

To receive financial aid under the Federal Title IV Programs, North Carolina need-based grants, and certain university controlled scholarships a student must be making "Satisfactory Academic Progress" (SAP) toward graduation. SAP for a full-time undergraduate student (minimum of 12 semester hours each semester of enrollment) is defined as follows:

At the End of:	Year 1 2 Sem	Year 2 4 Sem	Year 3 6 Sem	Year 4 8 Sem	Year 5 10 Sem	Year 6 12 Sem
Cumulative Hours Attempted	1 hr to 24 hrs	25 hrs to 47 hrs	48 hrs to 77 hrs	78 hrs to 109 hrs	110 hrs to 129 hrs	Over 130 hours
Minimum Cumulative Hours Passed	18 hrs	36 hrs	58 hrs	80 hrs	104 hrs	128 hrs
Minimum Cumulative Grade Point Average	1.4	1.5	1.6	1.8	1.9	2.0

Additionally, any student with a quality point deficit of 40 or more will be determined to be academically ineligible. A student who is academically ineligible will have their financial aid suspended.

Part-time students will be evaluated on a pro-rata basis of hours attempted during each period of enrollment under the same minimum standards as full-time students.

Students will be allowed to receive financial aid for a maximum of twelve (12)

semesters or six (6) years. This is the maximum allowable time for receipt of financial aid regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Students will be allowed to receive financial aid for a maximum of 180 attempted hours. Example: If a student has attempted 174 semester hours, has a 2.0 GPA and has completed ten (10) semesters, then the student will be allowed to receive financial aid for six (6) semester hours or one-half (1/2) time enrollment status. The student may pursue as many hours as he/she desires, but they would be considered enrolled one-half time for financial aid purposes. No financial aid will be awarded to students who have exceeded 180 attempted hours. (180 hours allows students the necessary additional time which may be required to obtain an additional major and to accommodate transfer students).

Students will be permitted to receive financial aid for one year on a probationary basis if so recommended by the SAP committee, and circumstances warrant such actions. At the end of a probationary year, students who have not attained the required Cumulative Hours Attempted, Minimum Cumulative Hours Passed, or Minimum Cumulative GPA, will be placed on financial aid suspension.

Transfer students will be evaluated at the time of enrollment and if their cumulative hours attempted, minimum cumulative hours passed, or minimum cumulative GPA do not meet the SAP standards will be placed on probation for a period not exceeding one (1) year (two (2) semesters). If minimum SAP standards are not met at the end of a one (1) year (two (2) semesters) period, the student will be placed on financial aid suspension.

Any student who is determined ineligible for financial aid, may request a special review at the end of a semester or either summer school session to try to have his/her aid reinstated for the remainder of the school year. Students are personally responsible for requesting (in writing) a mid-year or end of a summer session review by appealing directly to the Director of Financial Aid, otherwise only one determination of SAP will be conducted each academic year.

Students returning to Campbell University following academic suspension or financial aid suspension must meet SAP standards set forth above before financial aid eligibility will be reinstated.

Federal regulations state the institution's standard of satisfactory progress must include the student's total academic history in determining cumulative hours attempted.

Satisfactory Academic Progress for Graduate Students (MBA; MED; MA; MSA; MDIV; MS IN CLINICAL RESEARCH)

To receive eligible financial aid under the Federal Title IV programs, a graduate student must be making "Satisfactory Academic Progress" (SAP) toward graduation. SAP as defined at Campbell University is as follows:

Maintain a Cumulative Grade Point Average of 3.0 (B)

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

MBA, MED, MA, and MSA students will be allowed a maximum of five (5) years to complete their degrees. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Satisfactory Academic Progress for Law Students

To receive eligible financial aid under the Federal Title IV programs, a law school student must be making "Satisfactory Academic Progress" (SAP) toward graduation. SAP as defined by Campbell University is as follows:

Maintain a Numerical Cumulative Grade Point Average of 70

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

Law school students will be allowed a maximum of four (4) years to complete their Juris Doctorate Degree. This the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Satisfactory Academic Progress for Pharmacy School Students

To receive eligible financial aid under the Federal Title IV Programs and North Carolina State need-based financial aid (NC State aid applies only to Pharmacy I & II students not holding a Baccalaureate degree), a student must be making "Satisfactory Academic Progress" (SAP) toward graduation. SAP as defined at Campbell University is as follows:

Maintain a Cumulative Grade Point Average as follows:

Pharmacy I: Same as undergraduate students or a 2.0 and hold a Baccalaureate degree

Pharmacy II: Cumulative Grade Point Average of 1.7

Pharmacy III: Cumulative Grade Point Average of 2.0

Pharmacy IV: Cumulative Grade Point Average of 2.0

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

Pharmacy School students will be allowed a maximum of five (5) years (beginning with Pharmacy I classification) to complete their Doctor of Pharmacy Degree. This is the

maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Satisfactory Academic Progress for Divinity School Students

To receive eligible financial aid under the Federal Title IV Programs, a Divinity School student must be making "Satisfactory Academic Progress" (SAP) toward graduation. SAP as defined by Campbell University is as follows:

Maintain a Cumulative Grade Point Average of 2.0 (C)

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

Masters of Divinity students will be allowed a maximum of four and one half (4 ½) years to complete their degrees. Master of Arts students will be allowed a maximum of three (3) years to complete their degrees. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Satisfactory Academic Progress for Master of Clinical Research Students

To receive eligible financial aid under the Federal Title IV Programs, a student in the Master of Clinical Research program must be making "Satisfactory Academic Progress" (SAP) toward graduation. SAP as defined by Campbell University is as follows:

Maintain a Cumulative Grade Point Average of 2.0 (C)

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

Masters of Clinical Research students will be allowed a maximum of four and one half (4 ½) years to complete their degrees. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Appeal

Students on financial aid suspension may appeal (in writing) to the Director of Financial Aid. After consultation with the Director, the student may request a Review Panel, to consist of the Dean of Admissions/Financial Aid/Veterans' Affairs, The Director of Financial Aid, an Assistant Director of Financial Aid and a student chosen by mutual consent of the Director and the student requesting the appeal.

Financial Aid may be reinstated by the Director of Financial Aid, an Assistant Director of Financial Aid, or by the review panel upon demonstration of mitigating circumstances, which must be documented in writing to the satisfaction of the Director,

an Assistant Director of Financial Aid, or the review panel. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:

1. Illness of the student--statement from physician that illness interfered with opportunity for satisfactory academic progress.

2. Illness of immediate family member--statement from a physician.

3. Death of an immediate/close family member--statement from a minister, nearest relative, a concerned adult or possibly the student.

4. Disruptive internal family problems (i.e. separation, divorce, loss of)--statement from parents and/or minister.

Special Problems

Repeated courses count as hours attempted each time taken. When successfully completed they will count as appropriate credit earned.

Course withdrawal: WF counts as hours attempted but zero (0) QP's; WP's are not counted as hours attempted.

Incompletes count as hours attempted but not completed.

Summer sessions will not be counted as a semester in residence. Summer sessions are an excellent time to make up any deficiency in hours completed or possibly raise a low GPA.

Consequences of Denial

Students who do not maintain Satisfactory Academic Progress, lose eligibility for financial aid until the standards are met. Exceptions must be approved by the Financial Aid Committee and documented in the student's file.

■Scholarships

Each year, Campbell University provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded scholarships. Since scholarship assistance often meets only a part of the financial need, we ask scholarship applicants to apply for other financial assistance programs administered by the University.

A student must be enrolled in twelve or more semester hours on main campus to receive a scholarship.

Academic Scholarships

Campbell University has the following academic institutional scholarships available under the following criteria:

Presidential: 1100+ SAT, B+ average, top 10 percent in class standing, recommen-

dation by department chairman, letters of recommendation by associates. (Range $4,000 - $10,000 per year.)

Presidential Transfer: An associate degree or equivalent, superior academic performance on the college level, leadership potential, and 3.5 GPA ($1,800 - $5,000 per year.)

Scott-Ellis: 950+ SAT, B average, top 20 percent in class standing, sufficient academic standing to suggest college success, superior leadership potential as displayed by previous activities.($500 - $4,000)

Scott-Ellis Transfer: An Associate of Arts degree or equivalent, superior academic performance on the college level, leadership potential and 3.0 GPA. ($500 - $2,400)

High School Valedictorians who begin their postsecondary education at Campbell University - $300 per year.

High School Salutatorians who begin their postsecondary education at Campbell University - $200 per year.

Institutional Scholarships

The following scholarships are provided by the University: *

1. Full-time NC Baptist pastors and their spouses serving churches that participate in the Cooperative Program of the NC Baptist State Convention receive the Pastors Tuition Scholarship (tuition is defined as approximately half [½] of the total tuition and general fees charged at registration.)

2. Children of full-time NC Baptist ministers serving churches that participate with the Cooperative Program of the NC Baptist State Convention are guaranteed a grant of $2,000 per year exclusive of any other grants or loans they may receive.

3. Full-time other denominational or out-of-state pastor; spouses of other denominational or out-of-state pastors; and children of other denominational churches or out-of-state pastors are guaranteed a minimum of $2,000 in total financial assistance per year excluding loans. The student must apply for all available financial aid, not including loans, which will be applied to cost of tuition and matriculation before university benefits apply.

4. Children from children's homes - $200 per year.

5. Children of ordained NC Baptist State Convention employees and children of Southern Baptist missionaries - (amount is the same as #2).

6. Children of Baptist-employed Directors of Missions affiliated with the NC Baptist State Convention - (amount is the same as #2).

7. Challenger and Acteen Scholarship - ($200 - $450).

**Please Note:* These benefits are effective beginning with the Fall 1993 semester for students attending the main campus of Campbell University.

8. Students majoring in Religion or Music and meeting the criteria as established by department heads - $500 per semester as qualifies.

Students minoring in Religion or Music, averaging a minimum of one course in their minor area per semester, and meeting additional criteria as established by the department heads - $250 per semester as qualifies.

9. Other institutional scholarships are available in the areas of athletics, music, math, foreign language, trust, etc... For further information contact each individual department head.

Endowed Scholarships

Campbell is most grateful for the financial assistance made available to its students each year through its endowed scholarship program established by its many supporters.

Academic major, financial status of family, academic achievement, character, and geographical area of applicant are often factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon the number of returning recipients and earnings available from the invested principals.

Details concerning procedures for application for an endowed scholarship may be obtained from the Coordinator of Endowed Scholarships.

■Federal Grants and Loans

Federal Pell Grant Program

As of this writing, students who have a sufficient financial need may be eligible for this grant up to a maximum of $3,125 annually. The Federal Pell Grant processor sends the student a set of Student Aid Reports (SAR's) which will state the student's eligibility status for the Federal Pell Grant.

Federal Supplemental Educational Opportunity Grants

A limited number of Federal Supplemental Educational Opportunity Grants are available to students attending Campbell University. Funds for the grants are provided by the federal government. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as half-time or better students; (3) show evidence of making satisfactory academic progress in terms of financial aid; (4) demonstrate an exceptional financial need, with priority awards being made to Federal Pell Grant recipients. Grants under this program vary from $100 to a maximum of $4,000 per year depending upon funds available and the number of eligible recipients.

Federal Work-Study Program

The Federal Work-Study Program (FWS) enables those students who are eligible to have an opportunity to work and earn part of the money necessary to meet

their educational expenses. It is an "hours worked, hours paid" type of program. The student approved for FWS is compensated on a monthly basis for the hours that he/she worked during the month. The FWS award is not deducted from a student's educational charges at the beginning of the semester. Students work in almost all areas of the campus - library, food services, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules to allow adequate time for their studies. A student's FWS award depends on "need" along with the amount of funds available for FWS.

Federal Perkins Loan Program

The Federal Perkins Loan Program is a program of borrowing based upon need, which enables a student to borrow an annual loan limit of up to $4,000 per academic year with a maximum of $15,000 as an undergraduate. The amount received annually depends on individual need and funds available. These loans are noninterest-bearing while a student is enrolled at least half-time or better.

■Federal Family Education Loan Programs

Federal Subsidized and Unsubsidized Stafford Loan Programs

Under these Federal Stafford Loan Programs, a student classified as a freshman may borrow a maximum of $2,625; sophomore, $3,500; junior and senior, $5,000, per academic year with a total aggregate loan limit for undergraduate studies of $23,000. (The borrower may borrow both a *Federal Subsidized Stafford Loan* and a *Federal Unsubsidized Stafford Loan* not to exceed annual loan limits with the combination.)

Repayment of these loans begins six months after the student graduates, withdraws from school, or drops below half-time enrollment.

The *Federal Stafford Loan* with first disbursements made on or after October 1, 1992 will have a variable rate of interest adjusted annually on July 1, based on last 91-day Treasury Bill auctioned prior to June 1, plus 3.1%, not to exceed 8.25 percent.

Graduate and professional students may borrow $8,500 per year with a total aggregate loan limit of $65,500 for both undergraduate and graduate studies.

A *Federal Subsidized Stafford Loan* is a need-based loan guaranteed by the federal government which will pay the interest on this type of loan as long as the student maintains at least half-time enrollment status. The government continues to pay the interest during the six-month grace period.

A *Federal Unsubsidized Stafford Loan* is a non-need-based loan in which the student is responsible for the interest which begins to accrue at the time of disbursement. Students have the option to (1) make payments on the principal and the interest while enrolled; (2) pay only interest while enrolled; or (3) defer principal and capitalize interest while enrolled. Note: Origination and insurance fees of 4 percent are deducted from the

loan proceeds with checks made co-payable to students and the institution.

Federal PLUS Loan Program

This is a loan program for parents. Annual loan limits have increased from $4,000 per year to the cost of education minus other aid awarded to the student. Interest rate on the loan is variable (based on 52-week Treasury Bills auctioned prior to June 1, plus 3.1 percent) capped at 9 percent.

Please Note: Origination and insurance fee of 4 percent is deducted from the loan proceeds with checks made co-payable to parents and the institution.

Veterans' Administration Requirements

In addition to all other institutional policies and regulations, students who receive education benefits from the Veterans' Administration must comply with the policies of the Veterans' Administration and the State Approving Agency for the training and education of students receiving VA education benefits. These policies include the following requirements:

- The student must be fully matriculated prior to certification to the Veterans' Administration as eligible to receive benefits.
- A student will receive full-time benefits for 12 semester hours or more of work attempted, three-fourths time benefits for 9-11.5 semester hours of work, one-half time benefits for 6-8 semester hours of work, and reimbursement for tuition and fees for 1-5 semester hours of work. This schedule is applicable only to the standard semester generally used by the University.
- Summer school, adult evening programs, and other undergraduate campus sites with different academic calendars will be computed on an individual basis.
- Only courses required to complete the appropriate curriculum or remaining elective courses in the individual's curriculum may be counted in qualifying for VA education benefits.
- A student may repeat a course and receive VA education benefits if an "F" grade was received, but not for a course for which a grade of "D" or better was received.
- Campbell University awards credit for Continuing Education units.

It is the individual student's responsibility to advise the Veterans' Affairs Office of the University at the beginning of each semester or term of the courses for which the student has registered. In addition, it is the student's responsibility to advise the Veterans' Affairs Office of any change in the student's status, such as dropping or adding courses or withdrawal from the school after a semester or term has started.

If a student does not make "Satisfactory Progress" as defined in the University's Financial Aid or Admissions requirements in this ***Bulletin***, VA education benefits will

be terminated concurrently with the cancellation of Federal Title IV financial assistance.

Army ROTC Scholarship and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men and women motivated toward being an Army Officer.

Army scholarships pay 100% of required tuition and provide $450 a year toward books and supplies. In addition it carries a subsistence allowance of $150 per month for ten months of each scholarship year. Four, three and two-year scholarships are awarded on a competitive basis. The four-year scholarship is for incoming freshmen and is applied for July through November of their senior year in high school.

Four-year applications may be obtained by writing: Army ROTC, Fort Monroe, VA 23351.

Information concerning three and two-year scholarships may be obtained from the Department of Military Science at Campbell University, tel. 1-800-334-4111, ext. 1509/1587.

All Advanced Course ROTC students (Juniors and Seniors) without scholarships receive $150 per month allowance during 10 months of each year.

Campbell University provides each ROTC scholarship recipient an additional scholarship designed to cover the costs of on-campus room and board.

Please Note: All scholarship winners are required to apply for all financial aid available and Campbell University's complete package to ROTC cadets will not exceed total cost of education.

■ State Grants and Loans

North Carolina Legislative Tuition Grant

All full-time students enrolled in twelve (12) or more hours who are legal North Carolina residents and have not previously received a baccalaureate degree are eligible to receive a minimum grant of $875.00 (subject to funding levels by the State of North Carolina) each semester from the North Carolina Legislative Tuition Grant upon completion of the application and being notified by the Financial Assistance Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina State Contractual Grants

These grants are available for residents of the State of North Carolina who have financial need. Recipients are determined by the Financial Assistance Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina Student Incentive Grant

The legislature of North Carolina has appropriated funds to establish grants to North

Carolina residents who have financial need. The North Carolina funds match federal funds.

To be considered for NCSIG, a student must apply through the needs analysis process prior to March 15. Funding for this grant is based upon federal and state appropriations.

Vocational Rehabilitation

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

■Payment Plans as a Form of Assistance

Campbell University understands that cash flow or other problems make new and enlightened forms of payment a necessity. With this thought in mind, Campbell has developed the following techniques to assist families in paying for their son's or daughter's education while at Campbell.

Regular Payment Plan

Payment is due prior to the beginning of each semester; annual costs are paid in two equal installments. Approximately sixty days prior to due date, families will be sent a statement of charges from which they can compute their cost.

Multiple Payment Plan

This plan allows a family to make up to nine monthly installments to pay for the yearly cost of room and board. This plan is applicable to all undergraduates and can be used with either the traditional payment or with the financial assistance package. Interest will be charged at the rate of 1 percent per month on past-due accounts.

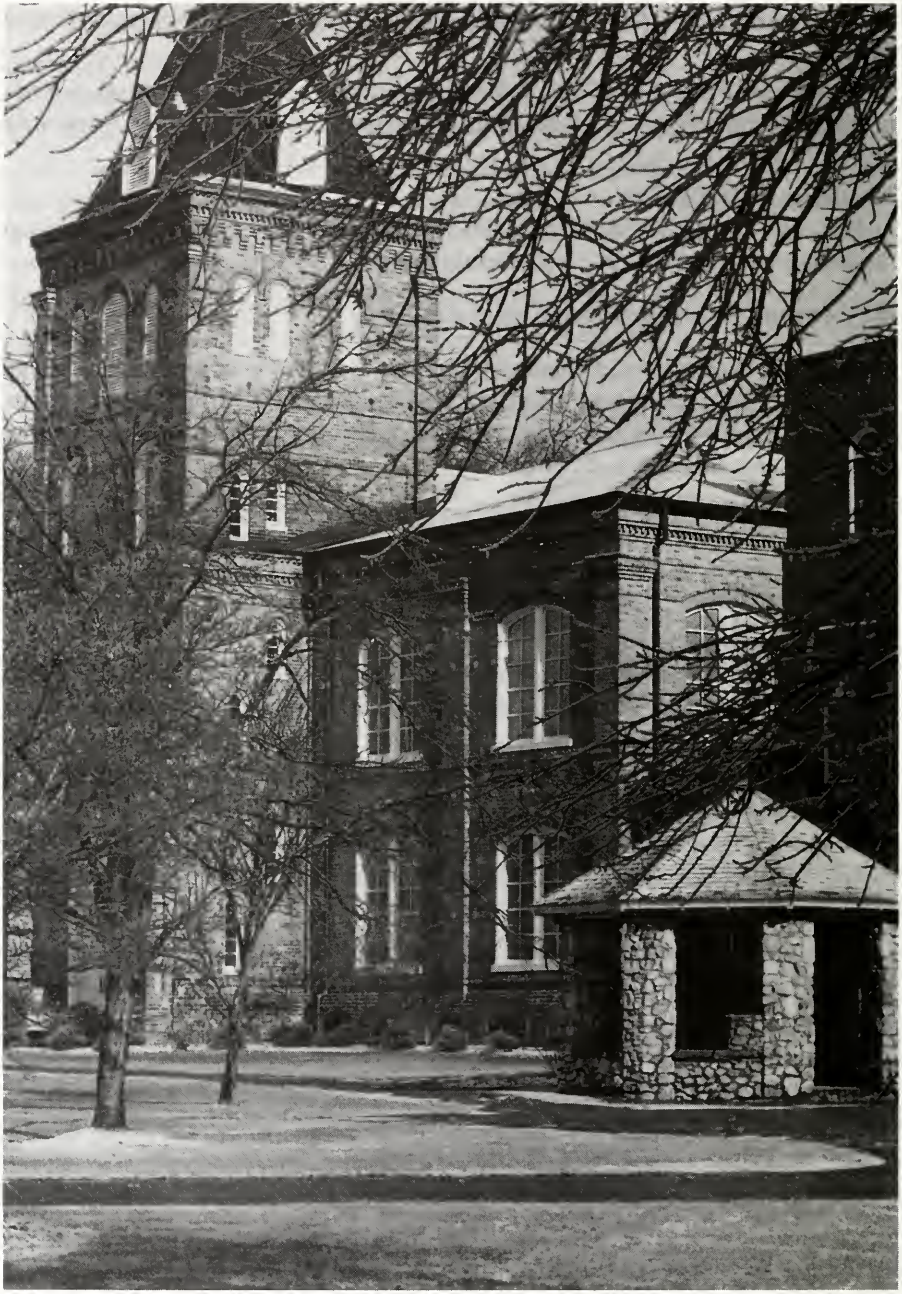
Academic Management Services, Incorporated

Academic Management Services, Incorporated, offers a low-cost, flexible system for paying educational expenses out of current income through regularly scheduled payments over a period of ten months.

Academic Management Services, Inc., Vision Blvd., Post Office Box 14608, East Providence, Rhode Island 02914 (phone 1-800-635-0120) will provide full details.

Key Payment Plans

The Key Insurance Agency, 855 Boylston Street, Boston, Massachusetts 02116, provides numerous payment plans for parents to fund their children's education. The Key Agency will contact all accepted freshmen with details and particulars regarding the plan.



■Tuition and General Fees

Campbell University has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. At Campbell, a student's tuition and general fees pay for approximately 70 percent of the expense of educating that student. The remaining 30 percent is derived from University endowment earnings, gifts, grants, and miscellaneous revenue. The University reserves the right to change fees and charges with adequate notice. Please note that the prices quoted are for the 1999-2000 school year.

The cost for the 1999-2000 academic year at Campbell University, exclusive of books, is as follows:

Resident Students:	First Semester	Second Semester	Total
Tuition and Matriculation Fees	5,404.00	5,403.00	10,807.00
Meal Plan	1,045.00	1,045.00	2,090.00
Room[1]	918.00	918.00	1,836.00
Accident Insurance	63.00	0.00[2]	63.00
Dorm Dues	11.00	11.00	22.00
Yearbook	52.00	0.00[3]	52.00
Student Government Fee	32.00	31.00	63.00
Activity Fee	6.00	6.00	12.00
	7,531.00	7,414.00	14,945.00

Commuting Students:	First Semester	Second Semester	Total
Tuition and Matriculation Fees	5,404.00	5,403.00	10,807.00
Student Government Fee	32.00	31.00	63.00
Accident Insurance	63.00	0.00[2]	63.00
Yearbook	52.00	0.00[3]	52.00
Activity Fee	6.00	6.00	12.00
	5,557.00	5,440.00	10,997.00

Day or commuting students may purchase the meal ticket in increments of 20 meals each at the price of $130.00 per 20 meals.

[1]Residence halls range in price from $918.00 to $1,295.00 per semester.
[2]New second semester students will be charged $47.00.
[3]New second semester students will be charged $52.00.

Accident Insurance Fee

All students are required to purchase an accident insurance policy. This fee is $63.00 and has blanket coverage up to $3,000.

Hospital Insurance

Hospital illness coverage insurance is optional to USA students, at a cost of $241.00 each twelve months. New USA students in Spring will be charged $181.00. Hospital insurance coverage is required for all **international** students at a cost of $234.00 each six months, unless the student provides the Business Office written documentation stating current USA coverage. New **international** students in Spring will be charged $234.00

Health Service

The University does not charge a health service fee. Each student is entitled to clinical services at the infirmary, which is open or on call 24 hours a day. There are no costs to students who are confined to one of the beds in the infirmary. Drugs by prescription and x-rays are paid for by the patient.

Student Government Fee

The Student Government Association fee is established by the student organization and the Board of Trustees. The SGA fee is $32.00 in the fall, and $31.00 in the spring. This fee is used to sponsor concerts, lectures, and entertainment for the students.

Activity Fee

The Activity fee is used to finance concerts, movies, and recreational events, such as Spring Fling and Street Fair.

Private Room Fee

An additional $200.00 per semester is assessed for private rooms. To the limit of their availability, arrangements for rental of private rooms can be made with the Director of Residence Life.

Music Fees

- **Regular Students**

  One 30-minute lesson per week, 1 hour of credit $145.00
  Two 30-minute lessons per week, 2 hours of credit $265.00
  One 30-minute lesson per week, no credit $145.00

- **Special Students**

  One 30-minute lesson per week, 1 hour of credit $145.00*
  Two 30-minute lessons per week, 2 hours of credit $265.00*
  One 30-minute lesson per week, no credit $210.00
  *Plus regular hourly fees

- **Rental of Musical Instruments** $35.00

Art Fees

Students enrolled for courses in Art other than ART 114, 200, 218, 219, and 221 pay a fee of $50.00 per course to defray the cost of necessary equipment and instructional

supplies. Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.

Advance Enrollment Deposit

All freshmen, transfer, and returning students are required to pay a $200.00 advance enrollment deposit. This deposit is due two weeks from the date of acceptance for new and transfer students.

This fee is refundable prior to July 1 if the student requests it in writing to the Admissions Office. Returning students' deposits are due each April 1 and are refundable on or before July 1. This fee is deducted from the semester's total expenses.

Processing Fee

A processing fee of $15.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

Other Fees

- Application Fee (new applicants only) $15.00
- Late Registration Fee $35.00
- Change of Schedule (allowed one change without charge) $25.00
- Graduation Fees $50.00
- Computer Lab Fee (selected courses) $42.00
- Student Teaching Fee $168.00
- Mass Communication Laboratory Fee (selected courses) $50.00
- Family and Consumer Science Laboratory Fee (per course) $32.00
- Instructional Technology Classroom Fee (selected courses) $40.00
- Liberal Arts Courses for part-time students taking fewer than nine (9) semester hours (per credit hour) (Undergraduate) $178.50
- Course load above 18.5 semester hours (per credit hour) $178.50
- Private Room $200.00
- Room Key (This fee is refundable.) $25.00
- Science Laboratory Fee (per course, per semester) $42.00 (Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.)
- Parking Fee (year) for Undergraduates and Graduate Students $60.00
- Transcript Fee (single copy) $5.00
- Resident meal ticket (per semester) $1045.00
- Day student meal plan (20 Meals) $130.00

Terms of Payment

Unless other arrangements are made with the Director of Financial Management, tuition and matriculation fees must be paid on or before entrance. Since the University cannot defer payment of tuition and matriculation fees, students wishing to finance these necessary charges should do so each semester in advance of registration. The Office of Student Financial Aid offers assistance through various plans. Terms of payment must be approved by the Business Office.

Refund/Repayment Policy

In the event of withdrawal, refunds/repayments are calculated according to the Higher Education Amendment and its subsequent modifications. Campbell University will comply fully with federal regulations as required.

Students may acquire a copy of Campbell University's Refund/Repayment Policy upon request from either the Financial Aid Office or the Business Office.

Summer School Expenses - 1998

	5 Weeks		10 Weeks	
	3 Hours	6 Hours	6 Hours	12 Hours
Tuition and General Fees	489.00	978.00	978.00	1,956.00
Student Activities Fee	2.00	2.00	4.00	4.00
Insurance (includes illness)	46.00	46.00	92.00	92.00
Room and Board	591.00	591.00	1,182.00	1,182.00
	1,128.00	1,617.00	2,256.00	3,234.00

All charges for summer school must be paid for each five-week term in advance or on the date of registration. **Please note** that summer school tuition is based on three-hour courses at $147.00 per semester hour. The amount cited for "Board" is based on a seven-day meal plan.

Linen Service

Linen rental service, which includes two (2) sheets, one (1) pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis is optional and available to all students on the basis of $75.00 per semester.

A $15.00 refundable advance deposit is required and is returned at the end of each semester after all linens rented have been returned to the Laundry. Students will be charged for lost linens and linens not returned to the Laundry on the basis of the net cost to the University.

Laundry and Dry-Cleaning Service

This service is optional and is offered on a cash basis, or students may establish credit for the semester by paying a $50.00 deposit in advance. If charges for laundry and dry cleaning exceed the $50.00 deposit, accounts will be billed monthly for the excess of the charges.

Refrigerator Rental Service

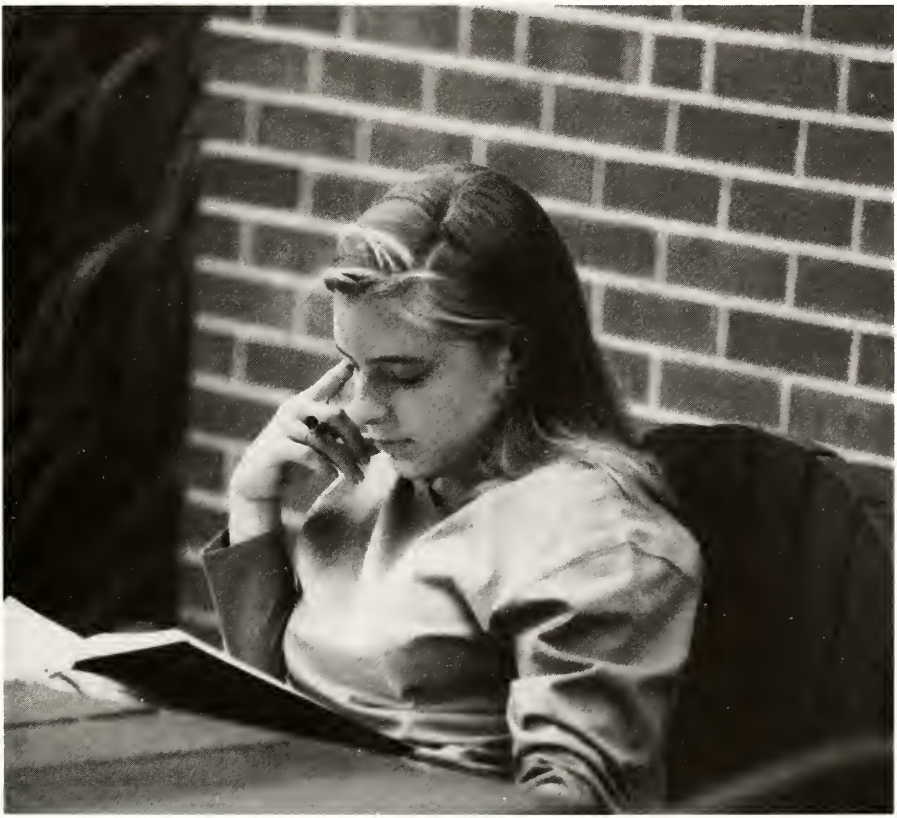
Through the University Laundry, boarding students may rent, by semester, chest-type refrigerators at a rental fee of $45.00, plus a charge of $35.00 for electricity and a refundable deposit of $10.00 against possible damage. Microfridges are also available for a charge of $160.00 per year, plus a charge of $35.00 for electricity.

Renters are liable for the total cost of any damage done to the refrigerators during the rental period.

University Bookstore

The University Bookstore is operated for the convenience of students. Since it is operated on a cash basis, students should budget approximately $300.00 per semester to purchase necessary books and supplies.

Students are allowed five business days to return books for a refund after the completion of drop-add day.



Departments and Course Descriptions 1999-2002

Seal of the College of Arts and Sciences

The Seal of the College of Arts and Sciences is based on an earlier, official seal of Campbell College. This adaptation acknowledges the historical and central role the College plays in the life of Campbell University.

■ College of Arts and Sciences

Dean: Dr. Walter S. Barge

The undergraduate College is the custodian of the liberal arts core curriculum. This General College Curriculum (GCC) is the integrated, interdisciplinary education, which is the hallmark of the liberal arts. It is of medieval European origin; traditionally at the completion of the two-year post-secondary period, European colleges awarded the baccalaureate, which signified the recipient's entry into educated society; students then went to university for the study of the law, medicine, or theology. The tradition was imported to America, where the concept of "major" or specialized study was added as the traditional curriculum evolved away from its European roots. In colonial America, all elementary, middle, and secondary education was conducted under the auspices of the Christian church. In the nineteenth century, population growth and the process of secularization of society stimulated the initiation and rapid expansion of public education to insure the continuation of a literate culture, the fundamental basis of democratic government. At the beginning of the twentieth century, only twenty percent of college students were in land-grant colleges and public universities; the rest were in private, often church-related colleges and schools. By the end of the twentieth century, the proportions were reversed, with only twenty percent of college students in private and/or church-related schools. The College of Arts and Sciences of Campbell University is one of those remaining church-related schools.

The central thread in the history of the University is the development of the College and its curriculum. Founded in 1887 as an academy, the institution has experienced no interruption in the work of its faculty. Until 1925, it was Buie's Creek Academy; from then until 1963, it was a well-respected junior college. Beginning with the class of 1963, Campbell College became a four-year senior institution; then, with the graduation of the first class from the Norman Adrian Wiggins School of Law, Campbell became a university. Thus, the College of Arts and Sciences evolved as the successor undergraduate College within the larger body of the University. Its graduates span the globe, serving in a wide variety of fields and callings. The purpose of the University is derived from that of the College; succinctly stated, it is to educate and encourage its students of all ages to think, live, and serve others in a forthright, Christian way. The success of this College as an exemplar of excellence in education in a Christian community in a secularized society is a credit to the vision of the its founder, Rev. J. A. Campbell, and to the achievements of his successor presidents, Leslie Campbell, and Norman A. Wiggins.

Majors, Minors, and Pre-Professional Programs

Each Campbell College student is required to declare a major by the beginning of the junior year, but has the option not to select a minor field of study. Pre-professional programs include pre-law, pre-pharmacy, pre-medical/dental/veterinarian, and

pre-seminary, as well as a pre-engineering program approved by North Carolina State University. Class sizes vary from eighty in science lectures to twenty-four in science labs to thirty-five in humanities lectures to twenty-five in freshman English to less than fifteen in senior humanities seminars.

Faculty of the College

Along with its students, the College's greatest asset is its faculty. Some of the senior members have served the school for four decades; they impart not only academic knowledge, but wisdom to their students and institutional memory to their colleagues. Nearly eighty percent of the faculty have the highest available degree in their teaching discipline; that percentage is growing as the former junior college faculty retire.

■The Norman Adrian Wiggins School of Law

Dean: Willis P. Whichard

In July of 1975, following extended feasibility studies, the General Board of the North Carolina Baptist State Convention approved establishment of the Campbell University School of Law. In August of 1976, the charter class of 97 students was admitted.

The University Trustees named the law school in 1987 in honor of the founding president.

The decision to establish the School of Law was not lightly taken; it was made with the firm conviction that the Campbell University School of Law and its graduates would help meet needs presently unmet, particularly in the southeastern United States.

This School of Law was not designed to be one that duplicates in every detail the emphasis and programs of existing law schools. Rather, its intention was to formulate a unique program to educate a particular type of lawyer for whom there is a special and continuing need.

Campbell educates lawyers who are prepared from the outset of their careers to serve their communities with legal skill and ethical and intellectual leadership, in the noblest tradition of the counselor.

The Campbell University School of Law is purposely small, with a tradition of admitting no more than 110-115 students per class. While its academic program is arduous, its rural village setting and commitment to human values are designed to enhance one's likelihood of success as a student and as a lawyer in any setting in which one chooses to practice.

■The Lundy-Fetterman School of Business

Dean: Thomas H. Folwell

In October, 1982, the establishment of the Lundy-Fetterman School of Business was announced. The School was named for the late Burrows T. and Mabel L. Lundy,

generous benefactors to the University and strong supporters of free enterprise, as well as for Lewis and Annabelle Fetterman, son-in-law and daughter of the late Mr. and Mrs. Lundy.

The guiding philosophy of the School of Business is exemplified in its relation to and support of Campbell's distinctive Christian purpose and in its belief that the free enterprise system has been the strength of the American economic system. Such a tradition and purpose continues to guide the development of the Lundy-Fetterman School of Business.

The Lundy-Fetterman School of Business offers undergraduate programs in the following areas of study:

Associate: Computer Information Systems, General Business, General Economics
Baccalaureate: Accounting, Business Administration, Computer Information Systems, Economics, Financial Advisement, Golf Management, International Business, Trust Management, Trust Management-Pre-Law.

Now serving more than five-thousand students with undergraduate and graduate programs at six different locations throughout Eastern North Carolina, a need arose to construct a new building to house the Lundy-Fetterman School of Business.

In Fall 1999, the Lundy-Fetterman School of Business will be housed in the most modern business school building of its type in the United States and, perhaps, in the world. The new, 12-million dollar, 75-thousand square-foot building features three conventional classrooms, two of which seat 90 students, a tiered 120-seat lecture hall, a 212-seat auditorium, six large "case study" or Harvard-style classrooms, four seminar rooms, a large exhibit hall with a multimedia presentation theater, a library, 60-unit computer lab, and a student study lounge. The second floor of this impressive structure includes a career placement center with five interview rooms for visiting recruiters, 33 faculty offices, five seminar or conference rooms, a large executive board room, work rooms, kitchen, and faculty lounge.

3/2 Program

Undergraduate students majoring in Accounting, Business Administration, Computer Information Systems, and Trust Management may apply for admission to the Graduate Program in Business at the end of their Junior year. Named the 3/2 Program, applicants must satisfy all criteria for admission to the MBA Program with the exception of a Bachelors degree. By adding a fifth year to their program of study, applicants selected will be eligible to receive both the BBA and MBA degrees.

The Lundy Chair

Established in April of 1975, the Lundy Chair exposes all business students to the principles of free enterprise by bringing to the campus nationally recognized free market economists.

Southeastern Trust School

Sponsored by the Lundy-Fetterman School of Business, the Southeastern Trust School offers a professional two-week intensive residence session each year for Trust Department personnel from member banks of the American Bankers Association. The Southeastern Trust School is accredited by the National Graduate Trust School for the first year of study at the National Trust School operated by the Trust Division of the American Bankers Association.

Executive-in-Residence Course

Each year the Lundy-Fetterman School of Business offers a course entitled "The World of Business" taught by a senior business executive. Additional key business personnel from the surrounding community serve as guest lecturers and group leaders at different sessions during the course.

Master of Business Administration (M.B.A.)

The graduate program in Business began in the fall of 1978. The major objective of the program is to develop the student's analytical, critical, problem-solving, and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems.

In order to earn the M.B.A., the student must successfully complete a thirty-hour program in Management, Economics, Finance, Marketing, Advanced Management Accounting, and Legal Environment. Selected students may enroll in the M.B.A. program in combination with either the B.B.A. or the J.D. degree programs.

■School of Education

Dean: Dr. Nery

Professional Education Programs: Dr. Nery, Dean and Licensure Officer
Family and Consumer Sciences: Dr. Nery
Psychology: Dr. Taylor, Department Chair
Social Work: Dr. Kledaras, Department Chair

The School of Education includes the undergraduate and graduate Professional Education Programs, the Department of Family and Consumer Sciences, the Department of Psychology, and the Department of Social Work. The School offers majors leading to the Bachelor of Science degree in the following areas: Elementary Education, Middle Grades Education, Family Studies, and Psychology. The Social Work major leads to the Bachelor of Social Work degree.

In addition, the School of Education offers the professional education component for undergraduate teacher licensure in Biology, English, French, Family and Consumer Sciences, Mathematics, Music, Physical Education, Social Studies, and Spanish. Minors in Family Studies and Psychology are also available.

Purpose

The mission of the School of Education is to develop professionals in the fields of Education, Family and Consumer Sciences, Psychology, and Social Work for service, primarily but not exclusively, in rural settings. To accomplish this mission, a carefully planned sequence of educational experiences that blends the theoretical, the professional, and the practical and that emphasizes the development of problem-solving skills is provided by each one of the four major program areas. Professional Education extends the scope of this goal by providing graduate programs at the master's level.

Accreditation

All of the School of Education's undergraduate and graduate programs are fully accredited by the Southern Association of Colleges and Schools. All the Professional Education programs are fully accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education; the last accreditation review took place in November of 1996. The Social Work program received its initial accreditation in February 1995, and the accreditation was re-affirmed in February 1999.

Graduate Programs in Education

Graduate programs in professional education were first offered in the summer of 1977. Programs leading to the Master of Education degree are offered in the following areas: Counselor Education, Elementary Education, Middle Grades Education, English Education, Mathematics Education, Physical Education, and Social Studies Education. Recently programs leading to the Master of Arts degree in Community Counseling and a Master of School Administration were added. Students with bachelor's degrees may also enter the "A-plus-Masters program which leads first to initial licensure and later to the master's degree.

■School of Pharmacy

Dean: Dr. Ronald Maddox

Doctor of Pharmacy (Pharm.D.) Program

Founded in 1986, the Campbell University School of Pharmacy offers the four-year doctoral program following completion of a minimum two-year pre-professional science curriculum. Its graduates receive the Doctor of Pharmacy (Pharm.D.) degree, which is the highest award given in recognition of academic preparation for pharmacy practice. A pharmacy degree opens many opportunities for new graduates. Graduates are prepared for careers in community pharmacy, hospital pharmacy, industrial pharmacy, consultant pharmacy, as well as teaching and other specialized practice areas.

Through its numerous clinical training sites, the School stresses the close interprofessional relationship that must exist between the pharmacist and other healthcare professionals. Within the surrounding eight-county areas of Campbell University there

are 225 community pharmacies and 15 hospitals. The hospitals range in size from a 78-bed community hospital to the 1008-bed Duke University Medical Center. Students have the opportunity to train at practice sites throughout North Carolina and around the world.

■Divinity School

Dean: Dr. Michael G. Cogdill

Associate Dean and Coordinator of Graduate Programs: Dr. Bruce P. Powers
Director of Admissions and Student Affairs: Mrs. Clella A. Lee
Professors: Dr. Cogdill, Dr. Powers, Dr. Wallace
Assistant Professors: Dr. Harmon, Dr. Wakefield
Instructor: Mrs. Lee

The Campbell University Divinity School officially opened as the sixth school of Campbell University in January, 1996. The Divinity School was not designed to duplicate programs in existing divinity schools and seminaries. While the school provides the best of classic theological education, the Divinity School adds dimensions of spiritual formation and professional mentoring needed to equip ministers for the 21st century. In addition to the Master of Divinity and Master of Arts in Christian Education graduate degrees, the Divinity School maintains its strong liberal arts heritage by offering 12 undergraduate majors built upon the General College Curriculum of the College of Arts and Sciences through its Religion and Philosophy, Music, and Theatre Arts Departments. These undergraduate majors, which lead to the B.A. degree, are: Religion, Religion and Christian Ministries, Religion and Philosophy, Music Education, Composition, Comprehensive, Piano Pedagogy, Church Music, Performance, Technical Production, General Theatre, and Drama and Christian Ministries. Successful completion of any of the undergraduate majors in Religion with distinction can lead to advanced standing in the graduate program of the Divinity School.

In addition to undergraduate majors in Religion, the Divinity School offers the Master of Divinity and the Master of Arts in Christian Education. Information describing these graduate theological degrees is provided in a separate catalog.

Objectives of the Campbell University Divinity School:

A. To offer required courses in the General College Curriculum designed to acquaint students with the faith of the Bible as revealed in Jesus Christ and with their Judeo-Christian and Western philosophical heritage.

B. To offer a Bachelor of Arts degree with majors in religion, religion and Christian ministries, and religion and philosophy as pre-divinity school and/or pre-vocational preparation for those entering church-related vocations or otherwise interested in majoring in Religion.

C. To offer the Master of Divinity and Master of Arts in Christian Education degrees for those students desiring to earn graduate theological degrees and pursue careers in professional ministry.

D. To offer a Bachelor of Arts degree with majors in music composition, music comprehensive, piano pedagogy, church music, acting emphasis, directing, music theater, technical direction, design emphasis, stage management for those entering church-related or secular vocations.

E. To offer undergraduate academic minors in religion and philosophy for those students who have more personal and academic interest in the above areas but have chosen other undergraduate majors.

Master of Divinity (M.Div.)

This degree program is for persons desiring a comprehensive and balanced theological education in the content and practice of local church and church-related ministry. The primary focus is on pastoral ministries, with concentrations available in Christian education, missions and evangelism, church music and worship, and counseling/ chaplaincy. Persons desiring to prepare for other ministries, such as teaching or denominational work, should concentrate in the field most closely related to the area of interest and consult a faculty advisor for specialized elective courses. The Master of Divinity degree can be earned in three years of full-time study.

Master of Arts in Christian Education (M.A.)

This degree program is for persons desiring basic theological and educational preparation for local church and church-related ministry. It provides the same required studies as the Master of Divinity, but limits vocational and specialized studies specifically to preparation for educational staff positions, lay or bivocational ministry, Bible teaching and Christian development ministries, or Christian social ministries. Persons desiring additional specialization and/or broader preparation for vocational ministry may switch to the Master of Divinity program at the beginning of any term. The Master of Arts degree can be earned in two years of full-time study.

■ Extended Campus Education

Campbell University offers undergraduate and graduate classes in evening programs which are available on campus and at various sites across the state.

Nearly 2,000 students attend these classes, both on a part-time basis and often carrying enough semester hours of credit to qualify as full-time students.

The evening graduate classes are taught principally by the University's regular professorial staff, as are several of the undergraduate classes. The majority of off-campus undergraduate classes, however, are taught by adjunct instructors.

Extended Campus Centers

The University conducts full-service campuses at four locations in eastern North Carolina:

Camp Lejeune at Jacksonville, Ft. Bragg and Pope AFB near Fayetteville, and at a National Guard site near Raleigh. Evening and Saturday classes are taught during five terms yearly, leading to associate and bachelor degrees. Civilian students are welcome at each location. For information about degrees offered, class schedules, and admission requirements, call or visit the campus most convenient to your work or residence. (Or visit our website at www.campbell.edu)

At Camp Lejeune, Campbell offices are in the Consolidated Education Center, Building 202, on base. Telephone: (910) 451-3097. A second office is located in the Education Center, Building AS-212, at MCAS New River. Telephone: (910) 450-6600.

At Ft. Bragg, Campbell offices are in the Main Education Center at the corner of Knox and Randolph Streets on post. Telephone: (910) 436-3242.

At Pope AFB, Campbell offices are in the Civilian Base Personnel Office, Building 308. Telephone: (910) 497-8238.

Near Raleigh, the Campbell office is in Room 221 of the National Guard Armory at Morrisville, which is at the end of National Guard Drive near the Raleigh-Durham International Airport. Telephone: (919) 840-0062.

Off-Campus Graduate Programs

Graduate evening classes in Business Administration and Education are taught at several off-campus locations. Programs in Business are available at Camp Lejeune, Ft. Bragg, N.C. Wesleyan College in Rocky Mount, Peace College in Raleigh, and Seymour-Johnson AFB. Extension sites for graduate education include Fort Bragg and Raleigh. For information, contact the Coordinator of Graduate Admissions (1800-334-4111 ext. 1306).

CIP Codes	*Majors*	*For Tracks, Concentrations, and Specializations*
52.0301	Accounting	Accounting
50.0701	Art	Studio Art
50.0402		Graphic Design
26.0202	Biochemistry	Biochemistry
26.0101	Biology	Biology
26.0101/13.1322		Biology w/Teacher Licensure (9-12)
26.0101/18.1801		Pre-Medical
26.0101/18.1701		Pre-Dental
26.0101/18.2001		Pre-Veterinary
26.0101/51.2601		Pre-Physical Therapy
51.1005		Medical Technology
26.0101		*Minor Only:* Environmental Science
52.0201	Business Administration	Business Administration
40.0501	Chemistry	Chemistry
51.2099	Clinical Research	Clinical Research
52.1201	Computer Info. Systems	Computer Information Systems (Business School)
11.0101	Computer Science	Computer Science (Math Dept., College of Arts and Sciences)
43.0104	Criminal Justice	Criminal Justice Administration
52.0201/45.0601	Economics	Economics
13.1202	Education, Elementary (K-6)	Education, Elementary (K-6)
13.1202-2		Elementary Education with Teacher Licensure
13.1203	Education, Middle Grades (6-9)	Social Studies and English Language Arts (Both required)
23.0101/22.0102	English	English Pre-Law
23.0101		English
23.0101/13.1305		English w/Teacher Licensure (9-12)
31.0503	Exercise Science	Athletic Training (AT)
31.0501		Fitness/Wellness Management
31.0501/13.1314		PE and AT with Teacher Licensure (K-12)

CIP Codes	*Majors*	*For Tracks, Concentrations, and Specializations*
31.0504		Sport Management
31.0501		Physical Education (PE)
31.0501/13.1314		PE with Teacher Licensure (K-12)
19.0701	Family & Consumer Sciences	Family Studies
19.0706		Child Development
19.0101/13.1308		Home Economics Teacher Licensure (7-12)
16.0901	French	French Language & Literature
16.0901/13.1325		French w/ Teacher Licensure (K-12)
52.0999	Golf Management	Golf Management
45.1001	Government	Government
45.1001/44.0401		Public Administration
45.1001/45.0901		International Studies
45.1001/22.0102		Government Pre-Law
45.0801	History	History(emphasis American and Western)
45.0801/45.0901		International Studies
45.0801/22.0102		History Pre-Law
45.0801/13.1328		History with Teacher Licensure (9-12)
52.1101	International Business	International Business
09.0201	Mass Communication	Advertising
09.0701		Broadcasting (Production)
09.0701		Broadcasting (Performance)
09.0701		Broadcasting (Management)
09.0401		Print Media/Journalism
09.0501		Public Relations
27.0101	Mathematics	Mathematics
27.0101/13.1311		Mathematics with Teacher Licensure (9-12)
27.0999		Pre-Engineering (Two-year)
50.0901	Music	Music
50.0901/13.1312		Music Education (Vocal-Key board) Includes Teacher Licensure (K-12)

CIP Codes	*Majors*	*For Tracks, Concentrations, and Specializations*
50.0901/13.1312		Music Education (Instrumental) Includes Teacher Licensure (K-12)
50.0999		Church Music
50.0904		Music Theory and Composition
50.0901		Comprehensive Music
50.0907		Piano Pedagogy
51.2003	Pharmaceutical Sciences	Pharmaceutical Sciences
51.2001		Pre-Pharmacy (Two-year)
45.1003	Political Economy	Political Economy
42.0101	Psychology	Psychology
38.0101	Religion	Religion
38.0201		Religion and Christian Ministries
38.9999		Religion and Philosophy
45.0101	Social Sciences without Teacher Licensure	History or Government
45.0101/13.1318	Social Sciences with Teacher Licensure (9-12)	History or Government
44.0701	Social Work	Social Work
16.0905	Spanish	Spanish
16.0905/13.1330		Spanish with Teacher Licensure (K-12)
50.0501	Theatre Arts	Theater
50.0599		Drama and Christian Ministry
52.0201	Trust Management	Trust Management & Financial Planning
52.0201/22.0102		Trust Pre-Law
13.0101/52.0201	Associate Degrees/ AA Completion	AA Business General
13.0101/52.1201		AA CIS
13.0101/45.0601		AA Economics
13.0101/45.1001		AA Government
13.0101/45.0801		AA History
99.9999		Undecided Undecided

■Alphabetical Listing of Programs and Courses

Campbell University's academic departments, courses, majors, and minors are organized into seven different colleges and schools: the College of Arts and Sciences, the Norman A. Wiggins School of Law, the Lundy-Fetterman School of Business, the School of Education, the School of Pharmacy, and the Divinity School. Unless you are familar with the organization of the University, the programs offered by the departments, and the courses associated with those programs, you may find it difficult to locate a particular course. To reduce that potential difficulty, the academic departments and the courses offerred by those departments are listed in alphabetical order, not grouped by college or school.

The following list includes each undergraduate major and area of study offered by the University. Please note that descriptions of some academic programs (such as Criminal Justice) are included under an academic department's main listing (Government).

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Biochemistry *(See Biology, p. 105)*

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Broadcasting (Production) *(See Mass Communication, p. 177)*

Broadcasting (Performance) *(See Mass Communication, p. 177)*

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Clinical Research, p. 121

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Education, Elementary (K-6) *(See Professional Education, p. 209)*

Elementary Education with Teacher Licensure *(See Professional Education, p. 209)*

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Environmental Science *(Minor only, See Biology, p. 110)*

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Family & Consumer Sciences, p. 150

Fitness/Wellness Management *(See Exercise Science, p. 143)*

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French Language & Literature *(See Foreign Language, p. 156)*

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Teacher Licensure (9-12) *(See History, p. 169 or Government, p. 160)*
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■Accounting

James E. Witherspoon, Chairman

Requirements for a Major in Accounting (BBA) (CIP 52.0301)

ACCT 213, 214, 323, 324, 330, 333, 334, 335, 336, 443, 444, 543; BADM 221, 222, 300, 313, 314, either 331 or 332, 336; CIS 125; ECON 223, 224, and two from: any 300-level or above Economics course, BADM 345, 468.

Accounting Course Listing (ACCT 000)

213-214 Accounting Principles (4,3)

A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of journal worksheets, financial statements, negotiable instruments, and departmental costs.

323-324 Intermediate Accounting (4,3)

A study of the principal accounting statements. Review of the fundamental processes in recording, classifying, and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: ACCT 214.

325 Managerial Accounting (3)

A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions, what information is necessary to make them, what data are relevant, and the uses and limitations of these data. Prerequisite: ACCT 214.

330 Accounting Theory Seminar (1)

An analysis of the logical foundations of accounting. Special emphasis on recent developments. Includes student presentations that evaluate recent accounting changes. Case studies will be used to examine applications of theory to financial, cost, and ethical accounting situations. Prerequisite: ACCT 323.

333-334 Taxation (3,3)

A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns.

335 Cost Accounting (3)

The principles and procedures followed in the assembling and recording of materials, labor, and manufacturing expenses to ascertain production costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: ACCT 214.

336 Accounting for Improved Performance (3)

An integration of cost accounting, statistical quality control, and quality management principles for the purpose of measuring and improving an organization's productivity and product and service quality. Investigation includes case study analysis of efforts by industrial and service organizations to improve productivity and quality. Prerequisites: ACCT 325 or 335 and MATH 160.

443 Auditing (3)

A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisites: ACCT 323 and 324.

444 Advanced Accounting (3)

A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisites: ACCT 323 and 324.

450 CPA Problems (3)

A review and analysis of problems encountered in a public accounting practice and on the CPA examination. Prerequisites: ACCT 444.

490 Accounting Internship (3)

An accounting-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least); declard major in accounting; overall grade point average of 2.0 or greater; and completion of an independent study contract.

543 Governmental Accounting (3)

An introduction to the accounting practices of non-profit organizations, including governmental units, colleges and universities, hospitals, and other non-profit organizations. Prerequisites: ACCT 213 and 214.

590 Accounting Information Systems (3)

An introduction to the design and use of accounting systems and their relationship to management information systems. Course includes the use of computer technology for processing, retrieving, and analyzing accounting data. Prerequisites: ACCT 324 and senior standing or permission of instructor.

■Art

Associate Professor: Mr. Smith (Chairman)
Assistant Professor: Mr. Tysor
Adjunct Instructor: Mr. Aben

The Art Curriculum

The Department of Art offers a Bachelor of Arts degree with majors in Studio Art and Graphic Design. Minors in Studio Art and Graphic Design are also offered.

Requirements for a Major in Studio Art (CIP 50.0701)

In addition to the General College Curriculum requirements, students pursuing a major in Studio Art must complete 46 semester hours in art, including the core art curriculum: ART 101 Design I, 102 Design II, 131 Introduction to Art, 201 Drawing I, 202 Painting I, 213 Sculpture I, 231 Art History I, 232 Art History II, 465 Internship and 461 Senior Exhibit.

In addition to the core art curriculum, the student must complete at least eighteen semester hours in electives from among the following: ART 204 Printmaking I, 205 Layout/Design, 206 Graphic Design I,207 Graphic Design II, 208 Graphic Design III, 211 Pottery I, 301 Drawing II, 302 Painting II, 304 Printmaking II, 311 Pottery II, 313 Sculpture II, 401 Advanced Drawing, 402 Advanced Painting, 404 Advanced Printmaking, 411 Advanced Pottery, 413 Advanced Sculpture, 441 Independent Studio, 442 Independent Studio, COMM 214 Introduction to Photography.

Requirements for a Major in Graphic Design (CIP 50.0402)

In addition to the General College Curriculum requirements, students pursuing a major in Graphic Design must complete ART 101 Design I, 102 Design II, 131 Intro to Art, 201 Drawing I, 301 Drawing II, 203 Color, 231 Art History I, 232 Art History II, 206 Graphic Design I, 207 Graphic Design II, 208 Graphic Design III, 465 Internship, COMM 214 Intro to Photography, 357 Desktop Publishing, CADV 320 Creative Advertising or CADV 213 Introduction to Advertising

Requirements for a Minor in Studio Art

Students pursuing a minor in Studio Art must complete ART 101 Design I, 102 Design II, 131 Introduction to Art, Drawing I, 202 Painting I, 211 Pottery I or 213 Sculpture I.

Requirements for a Minor in Graphic Design

Students pursuing a minor in Graphic Design must complete ART 101 Design I, 131 Introduction to Art, 201 Drawing I, 205 Layout/Design, 206 Graphic Design I, COMM 214 Introduction to Photography.

Art Course Listing (ART 000)

101 Design 1 (3)

A basic study of the elements and principles of two-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in two-dimensional design. Six studio hours per week; three credit hours.

102 Design II (3)

A basic study of the elements and principles of three-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in three-dimensional design. Six studio hours per week; three credit hours.

131 Introduction to Art (3)

An introduction to the study of visual art, approaching art through learning experiences such as art criticism, the styles, the structures, and the interaction of meaning and mediums. This course is appropriate for non-art majors and art majors. Three lecture hours per week.

201 Drawing I (3)

An introduction to various media, techniques, and styles of drawing with emphasis on line, shape, value, and texture. Studies and final projects include still-life, landscape, perspective, figure, portrait, and animal. Six studio hours per week; three credit hours.

202 Painting (3)

An introduction to various oil techniques: canvas and canvas construction and studio painting from still life, landscape, model, and design. Six studio hours per week; three credit hours.

203 Color (3)

The color course is based on research and application of the influential color theories and systems that make up Art History. The course is divided into the six following areas of study: 1. The Properties of color, 2. The French Impressionist, 3. The German Expressionist and the Abstract Expressionist, 4. The Cubist palette, 5. Geometric Abstraction, and 6. Photo-realism and Realism. Six studio hours per week; three credit hours.

204 Printmaking I (3)

An introduction to the printmaking process of woodblock. Preparation of blocks and plates and techniques for printing various subject matter. Six studio hours per week; three credit hours.

205 Layout/Design (3)

An introduction to basic layout and illustration techniques and procedures covering beginning layout, typography, amberlith and rubylith film, ink techniques, and prepa-

ration of work ready for the printer. Six studio hours per week; three credit hours. Prerequisite: ART 101. Must be an art major or mass communication major. No exceptions.

206 Graphic Design I (3)

A course providing the student with in-depth projects preparing art-work for commercial printing. Lettering, inking techniques, and one and two color layouts will be covered. Six studio hours per week; three credit hours. Prerequisite: ART 101. Must be a Studio Art, Graphic Design, Exhibit Design, or Mass Communication major. No exceptions are possible.

207 Graphic Design II (3)

A course investigating various problems in the preparation of one, two, and three color flat mechanicals for commercial printing. Projects include work with typography, films, inking techniques, and illustration techniques. Six studio hours per week; three credit hours. Prerequisite: ART 101, ART 206. Must be a Graphic Design or Exhibit Design major.

208 Graphic Design III (3)

A course focusing on developing additional illustrational skills and portfolio preparation. Additional multi-color mechanical problems will be included. Six studio hours per week; three credit hours. Prerequisite: ART 101, ART 206 and ART 207. Must be a Graphic Design or Exhibit Design major.

211 Pottery I (3)

An introduction to basic hand building techniques, with projects stressing design, creativity, and craftsmanship; firing and glazing of pieces to completion. Six studio hours per week; three credit hours.

213 Sculpture I (3)

A course which deals with three-dimensional elements in art such as mass, form, texture, and space, utilizing various materials such as paper, clay, plaster, and found materials. Six studio hours per week; three credit hours.

231 Art History I: Ancient to Renaissance (3)

A chronological exploration of painting, sculptures, and architecture from prehistoric time through the sixteenth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours.

232 Art History II: Baroque to Modern (3)

A chronological exploration of painting, sculpture, and architecture from the seventeenth century to the twentieth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours.

301 Drawing II (3)

Continuation of Drawing I with emphasis on more advanced drawing problems and media. Six studio hours per week; three credit hours. Prerequisite: ART 201.

302 Painting II (3)

Continuation of Painting I with emphasis on advanced painting problems. Focus on exploration of various composition styles and development of a personal painting technique in oil. Six studio hours per week; three credit hours. Prerequisite: ART 202.

304 Printmaking II (3)

Introduction to the silkscreen or intaglio using paper and fabric, films, resists, and various inking techniques, or plates, etching press, inks, papers, and various etching techniques. Six studio hours per week; three credit hours.

311 Pottery II (3)

An introduction to throwing on the wheel, with some further work on handbuilt forms. Continued work in glazing, firing of kilns, and studio management. Six studio hours per week; three credit hours. Prerequisite: ART 211.

313 Sculpture II (3)

A continuation of Sculpture I, with emphasis on more complex concepts and problems in a variety of sculptural materials, including carving of wood and cast stone. Six studio hours per week; three credit hours. Prerequisite: ART 213.

321 Art for the Elementary School (3)

Theory and techniques in elementary art education. Emphasis on developmental stages of children, processes, developing creative expression, materials, and curriculum planning. Six studio hours per week; three credit hours. Prerequisite: must be an Education major or have permission of the instructor.

401 Advanced Drawing (3)

Individual study in drawing with focus on pursuit of style and expression. Six hours per week; three credit hours. Prerequisite: ART 301.

402 Advanced Painting (3)

Individual study in either oil or acrylic painting with focus on the pursuit of style and expression. Six studio hours per week; three credit hours. Prerequisites: ART 302.

404 Advanced Printmaking (3)

In-depth exploration of one printing process. Six studio hours per week; three credit hours. Prerequisite: ART 204 or ART 304.

411 Advanced Pottery (3)

A continuation of work on both hand-built forms and wheel-thrown forms, glazing, firing, and studio management. Six studio hours per week; three credit hours. Prerequisite: ART 311.

413 Advanced Sculpture (3)

A continuation of working with various sculptural concepts and materials; introduction of more complex media and techniques, such as mold-construction, plaster-casting, stone carving, etc. Six studio hours per week; three credit hours. Prerequisite: ART 313.

441 Independent Studio (3)

Independent studio work geared to each individual. The student is responsible for writing a contract, researching, and producing work in a selected area of art. Equivalent of six studio hours per week; three credit hours. Prerequisite: consent of instructor, department chairman, and dean.

442 Independent Studio (1 or 2)

Independent studio work designed for each individual student. The student is responsible for writing a contract, researching, and producing work in appropriate area of art. One to two credit hours offered as a flexible option for student's needs. Equivalent of two (one credit hour) or four (two credit hours) studio hours per week. Prerequisite: consent of instructor, department chairman, and dean.

461 Senior Exhibit (1)

During final semester, student is responsible for presentation, exhibition, and production of slides of a cohesive body of work in his/her area of concentration. Subject to final approval of instructor(s).

465 Internship (3)

A course usually taken during a student's third or fourth year. The student will be responsible for finding an appropriate agency. The student will work for the agency for a minimum of 120 hours performing tasks related to his or her major. The student will have an on-site supervisor during the internship. Prerequisite: Must be a Studio Art, Graphic Design, or Exhibit Design major.

■Biological Sciences

Professor: Dr. Everhart (Head, Division of Natural Sciences)
Associate Professors: Dr. Hammond (Chairman), Dr. Weaver
Assistant Professors: Dr. Bucci, Dr. Larsen, Dr. Metz, Mrs. Williams
Adjunct Clinical Faculty: Dr. Finley, Mrs. Flynn, Dr. O'Conner, Dr. Tolmie

Biology and the General College Curriculum

Students may use biology or environmental science courses to fulfill four to eight semester hours of the general college science requirement. (See General College Curriculum requirements for details.)

Requirements for a Major in Biology (CIP 26.0101)

A major in biology may be obtained within a general curriculum or one which follows specific guidelines for physicians assisting, teacher licensure, or pre-professional preparation for graduate or professional schools, such as pre-dental, pre-medical, pre-veterinary studies. The student majoring in biology must complete a minimum of 39 hours in biology, and these must include credit for BIOL 111, 201, 202, 203, 205, 327 or 527 or 542, 342, 430 or 437, and 451 or 452. Students are encouraged to complete more than the minimum number of hours in biology.

Ancillary requirements include MATH 112 (or 122) and 160; CHEM 111, 113, and 227; and PHYS 221 and 222. CHEM 228 is an additional requirement in the pre-professional curricula.

Requirements for a Major in Medical Technology (CIP 51.1005)

A candidate for the degree in medical technology must satisfactorily complete the three year program prescribed by the department, and an additional year at an affiliated hospital. Upon successful completion of the four year program, the candidate is awarded the degree from Campbell University. Certification follows satisfactory completion of an examination administered by the Registry of Medical Technologists. Prospective students should be aware of the limited number of spaces available in the clinical portion of training for medical technology candidates. Above average grades in the sciences have become a prerequisite for gaining admission to the schools of medical technology.

Requirements for a Minor in Biology

Students wishing to minor in biology may do so by completing BIOL 111 and an additional sixteen semester hours (4-four semester hours courses) in biology courses.

Requirements for Major in Biology with Teacher Licensure (CIP 26.0101)

In addition to the requirements for the major, students seeking secondary teacher certification in biology must also complete CIS 125; PSYC 222; EDUC 221, 341, 385, 431, 432, 441, 453, 454, and 458; and SIED 453.

Requirements for a Major in Biology with Pre-Physical Therapy Track (CIP 26.0101)

A major in Biology may be obtained which follows specific guidelines for entering

post-baccalaureate studies in physical therapy. The student following this track in biology must complete BIOL 111, 201, 202, 203, 221, 205, 301, 310, 334, 320, 327 or 527 or 542, 430 or 437, and 451 or 452. Cognate course requirements include CHEM 111, 113, 227, 228; CIS 125; and PSYC 222, 369, 461. This demanding curriculum totals 140 semester hours. However, students with a competitive GPA are well-prepared for the equally demanding graduate programs to which they will apply.

Requirements for a Major in Biochemistry (CIP 26.0202)

A candidate for the Bachelor's degree with a major in biochemistry must satisfactorily complete the following courses in biology and chemistry:

Biology requirements include BIOL 111, 201, 301, 334, 342, 430 and 508 plus one 200 level or higher elective for a total of 32 semester hours.*

Chemistry requirements include CHEM 111, 113, 215, 227, 228, and 334 for a total of twenty-four semester hours.*

**Please Note:* Students are required to take either BIOL or CHEM 451 or 452 Seminar for an additional one semester hour.

Two semesters of calculus (MATH 122, 223) and one year of physics (PHYS 221, 222) are required of a biochemistry major. Candidates who are considering graduate studies are recommended to take an additional year of calculus and an additional 300 or 400 level BIOL or CHEM course as electives.

Biological Sciences Course Listing (BIOL 000)

111 Basic Biology (4)

An introduction to biological chemistry, cell biology, energy relationships, reproduction and development, genetics, evolution, and ecology. Three lecture and three laboratory hours each week. Fall, Spring, and Summer session I. Prerequisite to all other biology courses.

112 Human Biology (4)

A study of man from the standpoint of body structure and function, cultural development, and biological relationships. Three lecture and three laboratory hours each week. Spring semester. Prerequisite: BIOL 111.

201 Cellular & Molecular Biology (4)

This course examines the structure and function of the eukaryotic cell at a molecular level. Attention will also be given to the way in which eukaryotic cells cooperate and specialize when forming multicellular organisms. Three lecture and three laboratory hours per week. Spring semester. Prerequisite: BIOL 111.

202 Botany (4)

A first level study of plant biology, concentrating upon the form and function of flowering plants, with emphasis placed on the roles of plants in the environment, the

relationships between plants and other organisms, and the history of use and manipulation of plants for human benefit. Three lecture and three laboratory hours each week. Spring semester. Prerequisite: BIOL 111.

203 Zoology (4)

The biology of the major groups of animals, with emphasis on general structural plans and diversity, ecology, reproduction, and evolution. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: BIOL 111.

205 Introduction to Biological Research (2)

Designed to give the beginning biology major an introduction to literature resources, topic selection, use of statistics, scientific logic, and the oral and written presentation of results. Two lecture hours each week. Spring semester. Open to biology majors and minors only. Prerequisite: BIOL 111.

215 Plants for Pleasure and Profit (4)

A general course in horticultural practices designed for the practical utilization of plants of all kinds for personal benefit and pleasure. Three lecture and three laboratory hours each week. Laboratory will require hands-on activities in the greenhouse and field. Fall semester of even numbered years. Prerequisite: BIOL 111.

221 Human Anatomy and Physiology (4)

A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. Three lecture and three laboratory hours each week. Fall, Spring, and Summer session II. Prerequisite: BIOL 111.

224 Vertebrate Natural History (4) (ENVS 224)

Identification, classification, and life histories of common vertebrate animals of North Carolina. Study of these animals in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester of even numbered years. Prerequisite: BIOL 111.

226 Ornithology (4) (ENVS 226)

Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester of odd numbered years. Prerequisite: BIOL 111.

241 Field Botany (4) (ENVS 241)

The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Fall semester of odd numbered years. Prerequisite: BIOL 111.

301 Cytology/Histology (4)

Emphasis will be given to special topics in cell biology, such as the cytoskeleton and motility, cell growth and division, and cancer. These topics may vary from year to year,

depending on the current literature. Laboratory exercises consist mainly of tissue culture and histology. This course is primarily designed for biology and biochemsitry majors, and pre-professional, pre-pharmacy, pre-medical and pre-veterinary students. Three lecture and three laboratory hours per week. Spring semester. Prerequisites: BIOL 111, BIOL 201 and CHEM 227.

305 Animal Nutrition (4)

Designed to acquaint students with all aspects of animal nutrition, including digestive physiology, feed analysis, and the specific nutritional needs of a variety of animals. Three lecture and three laboratory hours each week. Prerequisites: BIOL 111 and 221.

310 Advanced Human Physiology (3)

A detailed system by system study of advanced physiological concepts, including diseases and the body's compensatory mechanisms to restore health. Three lecture hours each week. Fall semester of even-numbered years. Prerequisites: BIOL 111; CHEM 111 is recommended but not required.

320 Developmental Anatomy (4)

An integrated approach to the study of comparative vertebrate anatomy and embryology. Three lecture and three laboratory hours each week. Fall semester of odd-numbered years. Prerequisites: BIOL 111; BIOL 203 and 221 are recommended but not required.

321 Environmental Toxicology (3) (ENVS 321)

An introductory overview of environmental toxicology with emphasis on the effects of chemicals and toxic compounds on organisms (including humans), populations, communities, and ecosystems. Due to its interdisciplinary nature, the material will be approached from three distinct functional levels: molecular and cellular; physiological; and ecological. Three lecture hours per week. Spring semester. Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

327 Ecology (4) (ENVS 327)

A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111, 202, 203, and 205.

333 General Parasitology (4)

A survey of the study of parasitism and tropical medicine with particular emphasis but not limited to parasites of human and veterinary significance. The course will involve aspects of biology, ecology, morphology, taxonomy, epidemiology and pathogenesis of the major classes of parasites. Three lecture and three laboratory hours each week. Spring Semester. Prerequisites: BIOL 111, BIOL 201, BIOL 203, and CHEM 227 (can be taken concurrently.)

334 Microbiology and Immunology (4)

An elementary treatment of microorganisms, primarily bacteria. Special emphasis is given to study techniques and the roles of these organisms in ecology, health, and disease. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: BIOL 111, 201, CHEM 113 required; CHEM 227, 228 recommended.

335 Immunology (3)

An introduction to the principles of immunology. Topics discussed will include the cell types of the immune system, antibody production and humoral immunity, cell-mediated immunity, cytokines, vaccines, autoimmunity, and Immunodeficiency diseases. Three lecture hours each week. Spring semester. Prerequisites: BIOL 111, 201 and 342 (or concurrent); BIOL 334 is recommended but not required.

342 Genetics (4)

Lectures will include the principles of Mendelian heredity, linkage, mutation, population genetics, and molecular genetics, with emphasis on the mechanisms regulating the processes of replication, transcription, and translation. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 201, CHEM 113; CHEM 227 recommended.

430 Biochemistry (4)

An investigation of the properties and structures of organic molecules, with an emphasis on proteins and nucleic acids and how they relate to cellular structure and function. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111, 201 and CHEM 227.

431 Biochemical Techniques (4)

Modern techniques will be used to investigate the properties and structures of organic molecules, with an emphasis on proteins and nucleic acids and how they relate to cellular structure and function. Two one-hour lectures and one four-hour lab will be given each week. Students will perform a variety of modern research techniques including, column chromatography, gel electrophoresis, immunolabeling, centrifugation and spectrophotometry. This course is intended to supplement and extend the information introduced in BIOL 430. Prerequisites: BIOL 111, 201, 430 and CHEM 227, 228.

437 Animal Physiology (4)

The comparative study of physiological processes in different animals through an organ-system approach. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 203 and CHEM 113.

447-448 Biology Thesis (2, 2)

The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448. Open to science majors and minors only.

451, 452 Seminar (1, 1)

Individual reports and group discussions of the results of student field, laboratory, and/or library or Internet research on selected topics in biology. May be repeated for a maximum of three semester hours. Fall, spring semesters. Prerequisite: BIOL 205, junior or senior standing. Open to science majors and minors only.

460 Special Topics (1-4)

Investigation of an important aspect of modern biology under the supervision of an instructor; organized, formal lectures and discussions.

Courses numbered at the 500 level are open to both graduate education students and advanced undergraduates.

500 Special Problems in Biology Teaching (4)

An investigation of current problems in biology teaching with emphasis on curriculum development, methodology, facilities, supervision, and research. Three hours of lecture and three hours of laboratory each week.

508 Molecular Techniques (4)

A laboratory-based course that introduces students to modern molecular techniques. In addition to learning basic research laboratory skills, students will learn to isolate and purify DNA, analyze DNA by restriction enzyme digestion and gel electrophoresis, label DNA by nick translation reactions, perform non-radioactive detection of Southern blot analyses, and perform polymerase chain reactions. Lectures and laboratories are held in joint sessions. Summer session I. Prerequisites: BIOL 342 and CHEM 227.

512 Avian Ecology (4) (ENVS 512)

A consideration of the principles of ecology as they apply to birds. Special emphasis is placed on population dynamics, community ecology, and reproductive behavior. One Saturday field trip to observe coastal breeding colonies is required. Three hours of lecture and three hours of laboratory each week.

513 Plant Identification (4) (ENVS 513)

Instruction in the classification, distribution, and identification of ferns, fern allies, gymnosperms, and flowering plants. Field trips. Three hours of lecture and three hours of laboratory each week.

514 Algae and Bryophytes (4) (ENVS 514)

A beginning course in the biology of algae, mosses, liverworts, and hornworts. Emphasis is placed on their collection, identification, classification, distribution, and ecology. Three hours lecture and three hours laboratory each week.

527 Physiological Ecology (4) (ENVS 527)

Investigation of the physiological and behavioral responses of organisms to environmental stimuli. Three hours of lecture and three hours of laboratory each week.

542 Coastal Ecology (4) (ENVS 542)

Plant and animal communities of the Coastal Plain of North Carolina and the environmental influences which affect them, with an emphasis on the coastal fringe environment. Three hours of lecture and three hours of laboratory each week. Summer session I.

Environmental Science

Requirements for a Minor in Environmental Science (CIP 03.0102)

Students wishing to minor in environmental science may do so by completing ENVS 111, ENVS 112, and an additional twelve semester hours in cognate courses chosen in consultation with the environmental science advisor.

Environmental Science Course Listing (ENVS 000)

The Department of Biological Sciences offers the following ENVS courses.

111 Introduction to Environmental Science I (4)

Provide an overview of current environmental problems and issues with an emphasis on biology, chemistry, and earth science. Three hours of lecture and three hours of laboratory each week. No prerequisites.

112 Introduction to Environmental Science II (4)

Provide an overview of current environmental problems and issues with an emphasis on social aspects. Three hours of lecture and three hours of laboratory each week. ENVS 111 is recommended but not required.

224 Vertebrate Natural History (4) (BIOL 224)

Identification, classification, and life histories of common vertebrate animals of North Carolina. Study of these animals in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester of even numbered years.

226 Ornithology (4) (BIOL 226)

Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester of odd numbered years.

241 Field Botany (4) (BIOL 241)

The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Fall semester of odd numbered years.

321 Environmental Toxicology (3) (BIOL 321)

An introductory overview of environmental toxicology with emphasis on the effects of chemicals and toxic compounds on organisms (including humans), populations, communities, and ecosystems. Due to its interdisciplinary nature, the materiel will be approached from three distinct functional levels: molecular and cellular; physiological;

and ecological. Three lecture hours per week. Spring semester. Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

327 Ecology (4) (BIOL 327)

A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111, 202, 203, and 205.

512 Avian Ecology (4) (BIOL 512)

A consideration of the principles of ecology as they apply to birds. Special emphasis is placed on population dynamics, community ecology, and reproductive behavior. One Saturday field trip to observe coastal breeding colonies is required. Three hours of lecture and three hours of laboratory each week.

513 Plant Identification (4) (BIOL 513)

Instruction in the classification, distribution, and identification of ferns, fern allies, gymnosperms, and flowering plants. Field trips. Three hours of lecture and three hours of laboratory each week.

514 Algae and Bryophytes (4) (BIOL 514)

A beginning course in the biology of algae, mosses, liverworts, and hornworts. Emphasis is placed on their collection, identification, classification, distribution, and ecology. Three hours lecture and three hours laboratory each week.

527 Physiological Ecology (4) (BIOL 527)

Investigation of the physiological and behavioral responses of organisms to environmental stimuli. Three hours of lecture and three hours of laboratory each week.

542 Coastal Ecology (4) (BIOL 542)

Plant and animal communities of the Coastal Plain of North Carolina and the environmental influences which affect them, with an emphasis on the coastal fringe environment. Three hours of lecture and three hours of laboratory each week. Summer session I.

Science Education Course Listing (SIED 000)

The following SIED course is offered through the Department of Biological Sciences and in cooperation with the School of Education.

453 Materials and Methods in Secondary Science (1.5)

Study of the specific methods, techniques, practices, and the selection and organization of instructional materials and teaching methods appropriate to high school science subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in general methods, both of which are required for certification. Three hours of lecture each week during the first of the semester prior to the beginning classroom experience.

■Business Administration

Shahriar Mostashari, Chairman

Requirements for a Major in Business Administration (BBA) (CIP 52.0201)

ACCT 213, 214, any 300-level accounting course; BADM 221, 222, 300, 313, 314, 331, 332, 336, 345, 468, six semester hours of Business Administration electives; CIS 125; ECON 223, 224, 453, and six semester hours of economics electives. These BADM and ECON electives must be selected from junior and senior-level courses.

Requirements for a Major in Golf Management (BBA) (CIP 52.0999)

ACCT 213, 214; BIOL 111, 202; BADM 221, 300, 313, 314, 331, 332, 441, 442; Business Administration Golf Management 101, 200, 201, 300, 301, 400, 401, 490; CIS 125; ECON 223, 224; ENVS 200, 201; EXER 224-B, 425; FCSI 221, 227; COMM 211, 341; Incoming playing proficiency and annual playing ability tests.

Requirements for a Major in International Business (BBA) (CIP 52.1101)

ACCT 213, 214; BADM 221, 222, 300, 313, 314, 331, 332, 345, 369, 413, 468, 490; CIS 125; ECON 223, 224, 448, 449, 453; Foreign Language Electives 201, 202, 231, 232, and a 300-level foreign-literature course sequence in French or Spanish; GOVT 229, 343, 345.

Requirements for a Major in General Business (AA) (CIP 52.0201/13.0101)

ACCT 213, 214; BADM 221, 222; CIS 125; ECON 223, 224; ENGL 101, 102, and one of 201, 202, 203, or 204 courses; EXER 111 or 112, 185; Fine Arts 131; GOVT 229; HIST 111, 112; MATH 111, 160; RELG 101, one laboratory science course from Biology, Chemistry, Environmental Science, or Physics.

Business Administration Course Listing (BADM 000)

221-222 Business Law (3,3)

The student is introduced to constitutional, criminal, and tort law as they apply to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

300 The Philosophy of Business (3)

This course examines the philosophical and economic foundations of capitalism and entrepreneurship, with special emphasis on the role of business activity within this context. It also examines the effects of public policies that alter the economic outcomes that would otherwise occur as a result of this business activity. This requires the student to invoke basic economic theory, particularly supply and demand and opportunity cost analysis. This course also discusses the concepts of competition and monopoly, with a critical eye toward the standard theories of perfect competition and perfect monopoly. An alternative theory of entrepreneurial competition is analyzed and applied to antitrust policy. Prerequisites: ECON 223, 224 and Junior Standing.

313 Principles of Marketing (3)

A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institutions, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: ECON 224.

314 Corporate Finance (3)

A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: ACCT 214.

320 Financial Planning (3)

An overview of the financial planning process including: a study of the financial services industry; the marketing of financial services; ethical standards and regulations for financial planners; the economic environment of financial planning; financial and accounting fundamentals for financial planners; an integrative analysis of risk management, investment management, tax planning, retirement planning, and estate planning. Prerequisites: ACCT 214 and ECON 223.

331 Principles of Management (3)

A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: ECON 224.

332 Human Resources Management (3)

A study of policies, procedures, and techniques involved in the management of people so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: BADM 331.

336 Business Communication (3)

A study of theory and practice in communication for business purposes. Focus is priarily in three areas: the theory, process, and problems of communication; development of effective internal communication and practice; development of effective external communication and practice. Prerequisite: Junior standing.

345 Quantitative Methods for Business and Economics (3)

This course intends to acquaint students with the role that quantitative methods play in business and economic decision making. It emphasizes, using computers and computer-assisted solution methods, the application of a wide variety of quantitative techniques to the solution of business and economic problems. Prerequisites: MATH 111 and 160.

369 International Business (3)

An introduction to the process, institutions, and problems associated with exporting, importing, and management of multinational business. Prerequisites: Junior standing, with courses in management and marketing.

413 International Marketing (3)

Analysis of problems of marketing across national boundaries, as well as those arising from marketing within a number of different national markets from the vantage point of the exporter as well as the international enterprise. The impact of cultural influences on the diverse strategies required to meet the challenges of international product policy, pricing, promotion and distribution. Prerequisite: Senior standing.

433 Principles of Insurance (3)

A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, and social insurance. Prerequisites: Junior standing and completion of BADM 222 or approval of instructor.

435 Principles of Real Estate (3)

Fundamental principles and problems of purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles, and recording as related to individuals and business organizations, and a study of the real estate market. Prerequisites: BADM 222 and ECON 224.

441 Retail Management (3)

A study of retailing institutions from the point of view of principles and methods as applied to location, layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how management makes retail decisions. Prerequisite: ECON 224.

442 Advertising (3)

The purpose of this course is to provide students with a basic knowledge of advertising principles and practices in the general field of business. This includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: ECON 223, 224, and BADM 313.

468 Business Policy (3)

An integrative capstone course designed, using the case-studies approach, to bring all the functional areas to bear on the analysis and solution of business problems. Prerequisite: Senior standing.

490 Business Internship (3)

Business-related employment experience with an approved organization. Related term paper required. Prerequisites: junior standing (at least); declared major in Business

Administration, overall grade point average of 2.0 or greater, and completion of an independent study contract.

536 Seminar in Management (3)

A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites: Senior standing as a Business Administration major and permission of the instructor.

550 The Practice of Management (3)

A course designed to focus on an overall organization and to gain an understanding of the tasks, requirements, responsibilities, and practices of the manager. Subject matter discussed covers areas of concern with which all managers can expect to deal and in which all managers have to be literate regardless of functional background or purpose and size of their organization. Prerequisites: Senior standing as a Business Administration major and permission of the instructor.

554 Entrepreneurship Seminar (3)

A course designed to provide the student with practical knowledge in applying the principles of economics, marketing, and finance to the problems and challenges involved in starting and operating a new business. Topics include identifying and analyzing opportunities, obtaining financing, preparing a business plan, marketing a new product or service, and managing the new venture. Prerequisites: ACCT 214, ECON 224, or instructor approval.

556 Leadership Seminar (3)

This course is designed to teach leadership as the major force behind successful organizations. Guest speakers will be utilized to discuss the type of leadership required for various types of businesses. Discussion, case studies, student reports, and films will be included. Prerequisite: junior standing.

560 The World of Business (3)

A course designed to relate business theory with real-world applications. Seminars, case studies, and group discussion are led by business executives. Prerequisites: Senior standing as a Business Administration major and permission of the School of Business.

565 Production and Operations Management (POM) (3)

An in-depth study of broad management issues of PO/M integrating the design and implementation of an effective production or delivery system for manufacturing and service organizations. Prerequisites: BADM 331 and BADM 345 or Graduate standing.

567 Applied Forecasting for Managerial Decision Making (3)

Survey of current forecasting techniques and their applications to individual business forecasts and long-range plans. The course features interactive computer analysis and an applied forecasting term project. Prerequisites: BADM 331 and BADM 345 or Graduate standing.

Golf Management Course Listing (BADG 000)

101 Introduction to Professional Golf Management (3)

An overall view of the responsibilities of the PGA Golf Professional. Included will be an overview of the job market, the relationship between the professional and the industry, teaching, and administration.

200 Introduction to Landscape Design (3)

This course deals with the shaping of terrain and location of decorative foliage and how to balance landscaping for maximum beautification. Learning about different plants and flowers that are commonly used in landscaping will be stressed as will the proper times of the year for planting. Classroom instruction will be mixed with hands on experience.

201 Turf Management/Maintenance (3)

This course deals with learning proper care for the golf course which includes knowledge of fertilizers, insecticides, diseases, weed control, course grooming, aerification, and spraying. Classroom work will be combined with on the course application.

300 Tournament Operations and Organizations, Golf Promotions, Rules, Handicapping, & Management (2)

A complete look at promoting golf through organized play, handicapping events, scoring, calligraphy, tournament decisions, and overall tournament operations.

301 Teaching Methods (2)

A look at different teaching methods and a "hands on" opportunity to use the methods to learn to teach. Also the public relations and psychological parts of teaching will be covered.

400 Club Fitting and Repair; Golf Merchandising and Marketing (2)

First half deals with complete club repair and club making with proper fitting techniques; Second half includes golf sales from buying plans through shop sales.

401 Golf Management Workshops (2)

Four mini workshops covering cart repair and maintenance, club management policies and procedures, job seeking skills for the Golf Professional, and look at the PGA Career Development Program.

490 Golf Co-Op 1, 2, & 3 (3)

Three four-week placement in an approved golf facility. Duties should include regular duties performed in the day-to-day operation of the golf course. A written report of all work activities will be required upon completion.

■Chemistry/Physics Department

Professor: Dr. Jung
Associate Professor: Dr. Bryan (Chairman)
Assistant Professor: Dr. Wells
Laboratory Coordinator: Dr. Coker

Chemistry, Physics and the General College Curriculum

Students may use chemistry or physics courses to fulfill four to eight semester hours of the general college science requirement. (See General College Curriculum requirements for details.)

Requirements for a Major in Chemistry (CIP 40.0501)

A candidate for a Bachelor's degree with a major in chemistry must, in addition to the General College Curriculum, complete with a "C" average or better at least 34 hours of chemistry courses, including: CHEM 111, 113, 215, 227, 228, 331, 334, 451, and 452 (plus a minimum of 4 hours CHEM electives 300 level or higher). One year of calculus and one year of physics are required of all chemistry majors. Candidates who are considering graduate studies are recommended to take an additional year of calculus and an CHEM 430 as an elective. Chemistry majors are also encouraged to select a minor complementary to the field in which they wish to work, e.g. biology, math/computer science, business or mass communication.

Courses numbered above 300 may be offered only in alternate years. CHEM 430 is cross-listed with BIOL 430 (Biochemistry) and is taught in the biology department.

Requirements for a minor in Chemistry

Students wishing a minor in Chemistry must complete with a "C" average or better at least 20 hours of Chemistry courses including: CHEM 111, 113, 215, 227, and 228. (CHEM 331, 334, or CHEM 430 may be substituted for CHEM 215). Taking both CHEM 215 and CHEM 430 is strongly recommended for students pursuing industrial or lab-related careers.

Requirements for a major in Biochemistry (CIP 26.0202)

A candidate for a Bachelor's degree with a major in biochemistry must, in addition to the General College Curriculum, complete with a "C" average or better in biology and chemistry courses. Two semesters of calculus (MATH 122, 223) and one year of physics are also required of a biochemistry major. Candidates who are considering graduate studies are recommended to take an additional year of calculus and an additional 300 or 400 level BIOL or CHEM course as an elective.

Biology requirements include BIOL 111, 201, 301, 334, 342, 430, and 508 plus one 200 level elective for a total of 32 semester hours.*

Chemistry requirements include CHEM 111, 113, 215, 227, 228, and 334 for a total of twenty-four semester hours.*

* Note: Students are required to take either BIOL or CHEM 451 or 452 Seminar for an additional one semester hour.

Requirements for a Degree in Medical Technology (CIP 51.1005)

A candidate for the degree in medical technology must satisfactorily complete the three-year program prescribed by the department, and an additional year at an affiliated hospital. Upon successful completion of the four-year program, the candidate is awarded the degree from Campbell University. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Technologists. Prospective students should be aware of the limited number of spaces available in the clinical portion of training for medical technology candidates. Above-average grades in the sciences have become a prerequisite for gaining admission to the schools of medical technology.

Requirements for the Bachelor of Health Science (B.H.S.) and Bachelor of Applied Science (B.A.S.)

The B.H.S. and B.A.S. degrees are offered to candidates who have completed the Associate of Arts (A.A.) degree from technical institutes and hospitals. Normally, two years of study at Campbell are necessary. Details may be obtained from the Director of Continuing Education.

Chemistry Course Listing (CHEM 000)

100 Preparatory Chemistry (3)

A course designed for students who are weak in science and math, but must eventually take CHEM 111. Highly recommend for students with little or no chemistry background. Note: Since this course has no laboratory, it does not fulfill the core curriculum science requirement. (Spring, Summer)

101 Elementary Chemistry I (4)

This course is designed to acquaint non-science majors with the fundamental subject matter of chemistry with intellectual integrity while minimizing esoteric theories and rigorous mathematics. Selected chemical concepts and principles will be developed. The students will be shown how this knowledge relates to their individual professions. CHEM 101 will satisfy general degree requirements for the non-science majors; and may not be used as elective hours by science majors who are required to take CHEM 111 and/or CHEM 113.

111 General Chemistry I (4)

This course is an introduction to fundamental chemical concepts including states of matter, physical and chemical properties, stoichiometry, atomic structure,bonding, chemical reactions, and chemical composition. An emphasis will be placed on atomic structure and its effects on the chemical and physical properties. (Fall and Summer)

Prerequisites: None. Good math skills and High School Chemistry or CHEM 100 recommended.

113 General Chemistry II (4)

A continuation of CHEM 111. Emphasis will be placed on chemical and physical properties of solutions, chemical equilibria, acid/base equilibria, chemical kinetics, descriptive chemistry. Lesser emphasis will be placed on general thermodynamics and electrochemistry. (Spring and Summer) Prerequisite: A grade of C or better in CHEM 111

215 Quantitative Analysis (4)

A course in the fundamental principles and techniques of chemical analysis. Topics include volumetric, spectrochemical, and chromatographic methods, as well as statistical interpretation of data. Prerequisite: A grade of C or better on CHEM 113. (Fall).

227,228 Organic Chemistry I, II (4,4)

A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, lipids, carbohydrates, and proteins. Prerequisite for 227: A grade of C or better in CHEM 113. Prerequisite for 228: A grade of C or better in CHEM 227.

(*Please Note:* There is some evidence that women in their first trimester of pregnancy should avoid inhalation of some organic vapors.)

331 Inorganic Chemistry (4)

A course that is a blend of theoretical and descriptive ionorganic chemistry. Topics to be considered include: bonding, acid-base properties of inorganic compounds, and transition metal chemistry. Laboratory preparations will be included. Prerequisite: Two years of college chemistry. (Spring - alternate years).

334 Physical Chemistry (4)

An introduction to classical thermodynamics, kinetics, and equilibrium. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. Some aspects of electrochemical phenomena and biochemical processes may also be included. (Spring- alternate years) Prerequisites: Two years of college chemistry and MATH 122

429 Organic Preparations (2)

A laboratory course employing special techniques in the preparation of organic compounds. Prerequisite: One year of organic chemistry.

430 Biochemistry (4) (BIOL 430)

An investigation of the properties and structures of organic molecules, with an emphasis on proteins and nucleic acid and how they relate to cellular structure and function. Three lecture and three laboratory hours each week. (Fall). Prequisites: BIOL 111, BIOL 201, and CHEM 227.

431 Inorganic Preparations (2)

A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: CHEM 331.

441,442 Special Topics (2-4)

An advanced topic of special interest designed to supplement material covered in lower level courses by including current literature. Topics are varied from semester to semester. (Fall, Spring) Prerequisites: CHEM 215, CHEM 228.

445, 446 Chemical Research (2-4)

An upper-division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

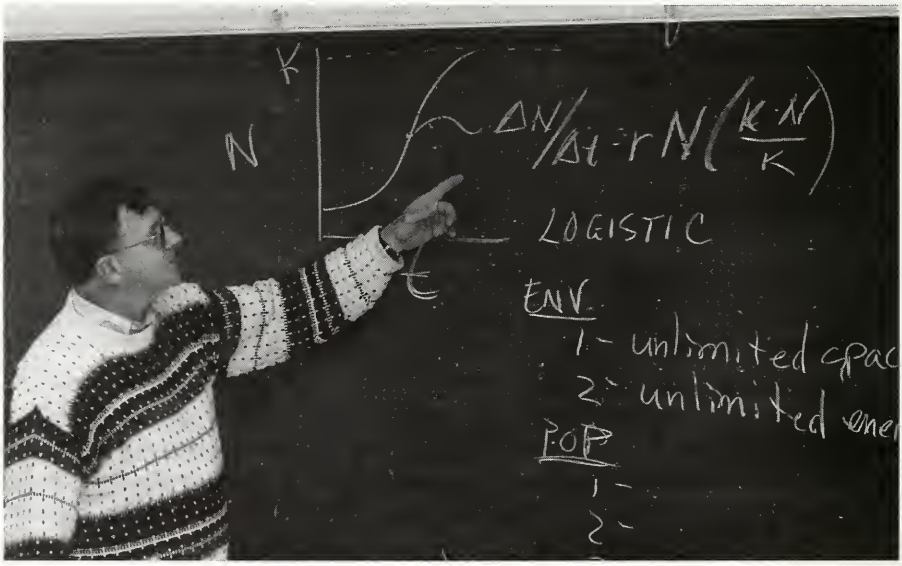
451, 452 Literature Seminar (1,1)

Senior chemistry majors are required to participate for two semesters; others are encouraged to attend. (Fall and spring).

Physics Course Listing (PHYS 000)

221, 222 General Physics I and II (4,4)

Classical mechanics, heat, sound, and electricity with an introduction to modern physics. Laboratory work is coordinated with lectures. Intended for science majors and others interested in the quantitative investigation of natural phenomena. Prerequisite: MATH 112 or permission of the instructor.



■Clinical Research

Professor: Emanuel J. Diliberto, Jr. (Chairman of Pharmaceutical Sciences and Interim Director of Clinical Research), Larry N. Swanson (Chairman of Pharmacy Practice)

Associate Professors: Antoine Al-Achi, James A. Boyd, Richard Drew, Gary Dunham, Robert Greenwood, Thomas J. Holmes (Associate Dean), James L. Junker, Kathy D. Webster

Assistant Professors: Timothy J. Bloom, Carlos da Camara, Richard P. D'Elia, Robert L. Garrett, Jr., George Nemecz, David Ohashi, Anita Taylor, J. Mark Yates

Adjunct Faculty (Clinical Research Programs): Randy Batenhorst, Bruce Bernard, Joseph W. Bigley, Celine Clive, Christine E. Colven, John Delehanty, Maria Mele Dotson, David S. Duch, J. Heyward Hull, Donald A. Knight, Judith M. Kramer, Charles G. Lineberry, Randy Marchbanks, Mildred McManus, Frances S. Redding, Carl W. Sigel

Major in Clinical Research

Clinical research is a branch of medical science that determines the safety and effectiveness of drugs, devices, diagnostic products, and treatment regimens intended for human use. It is also concerned with investigating the influence of population and biological diversity as well as disease states on responses to treatment. The results of clinical research studies (especially clinical trials) are essential for gaining approval for marketing new drugs and devices or new indications of existing products from regulatory agencies throughout the world.

The objective of the major is to prepare students for distinguished careers in clinical research. Graduates of this program are expected to play a wide variety of roles in the clinical research and the drug development process. Clinical research has emerged as a multidisciplinary enterprise that requires a highly trained team of clinical investigators serving a variety of functions. This novel program, developed through the efforts of the School of Pharmacy and adjunct faculties, provides students with the didactic and experiential training necessary for the development of careers as clinical monitors or coordinators to work in contract research organizations (CROs), pharmaceutical companies, or academia. The growing demand for high-quality clinical monitors and coordinators suggests that students from this program will receive excellent employment opportunities immediately following graduation.

Candidates for the BS degree with a major in clinical research must complete a minimum of 54 hours in pharmaceutical sciences and clinical research courses which include PHSC 210, 220/221, 323/325, 324, 328, 334, and 451 and CLNR 336, 341, 362, 416, 420, 430, 436, 450, 453, 458, 479, 530, 542, and 558. In addition, students must also complete the core University requirements and the following ancillary courses: Christian/Medical Ethics, Public Speaking, Basic Biology, Human Anatomy and Physiology, Microbiol-

ogy and Immunology, Cellular and Molecular Biology, General Chemistry (2 semesters), Organic Chemistry (1 semester), and Algebra or Calculus.

The MS degree in Clinical Research is intended to provide training for individuals who hold degrees in health-related professions such as human and veterinary medicine, pharmacy, dentistry, nursing, and the allied health fields. In addition. individuals with degrees in biological or chemical sciences (especially the Ph.D.) with a background in biomedical research and an interest in developing clinical responsibilities are suitable candidates. The måster's program, which is also available through the Campbell University School of Pharmacy, requires completion of the following: Christian/Medical Ethics, PHSC 324 and 451, PHAR 561, and CLNR 362, 430, 450, 453, 458, 479, 524, 530, 534, 542, 558, 564, 568, 573, 610, 620 and at least two credit hours of elective courses.

Clinical Research Course Listing (CLNR 000)

324 Experimental Design & Biostatistics (4)

This course is intended to provide students with the basic knowledge of descriptive statistics, probability theory, hypothesis testing, and other selected statistical methods including parametric and non-parametric tests for differences in central tendency, paired comparisons, simple linear regression and one-way analysis of variance. Also discussed is the importance of appropriate statistical design in the development of experimental protocols.

334 Scientific Literature Seminar (1)

Students are introduced to literature searching and critical analysis techniques. This course promotes the formulation of critical thinking approaches. Special emphasis is placed on communication techniques. Students apply their knowledge and skill in the form of written and oral presentations developed by researching the current pharmaceutical and biomedical literature.

336 Professional Development (1)

Critical to the success of any professional is the ability to market personal and professional skills. In this course, students are guided through resume and curriculum vitae development, the art of professional letter writing, and the appropriate use of networking. Students will also be provided with workshops to enhance their skills in telephone and on-site interviews.

341 Medical Terminology (1)

This self-directed study module provides information essential to preparing the student for a career in the biomedical sciences. Designed as a self-paced, computer tutorial, the program coaches the student toward mastery of the fundamentals of medical terminology. Credit is awarded following successful completion of a comprehensive examination.

362 Introduction to New Drug Development (2)

This course provides an overview of the broad field of new drug development. While primarily designed to give students the basic knowledge required for subsequent courses in clinical research, it will also support the students' consideration of subsequent career choices. The course will cover the process of drug development from early research, discovery, and product formulation, through the requirements for proving safety and efficacy. Marketing and promotional considerations necessary for the successful introduction of a product into the marketplace will be discussed, as will the external influences that may alter the drug development process in the global market place of the twenty-first century.

410 Pharmacokinetics (2)

This course is designed to provide the student with an understanding of basic, clinically applicable pharmacokinetic formulas and the assumptions that are involved with their use in therapeutic drug monitoring.

416 Senior Seminar (1)

Senior Seminar provides a forum through which students chronicle their internship experience. Students present an overview of the clinical site at which they worked and provide a synopsis of their role in the organization. The student will present his/her findings from the internship to the faculty and students.

420 Senior Internship (14)

The internship provides practical experience at one or more clinical research sites. Students and participating institutions are matched to provide a comprehensive work experience.

430 Regulatory Affairs I (2)

This course provides an introductory overview of the global regulatory requirements for clinical research involving investigational drugs and/or devices. Students will gain an understanding of the need for regulation and have an opportunity to examine historical events, which may provide a preview for future worldwide requirements. Emphasis is placed on pre-clinical and early phase clinical investigations conducted under the requirements of Good Laboratory Practices (GLPs) and Good Clinical Practices (GCPs). The Prerequisites for this course are CLNR 362 and CLNR 453.

436 Professional Presentation (1)

Biomedical professionals need to present relevant information to a broad spectrum of critical audiences. Appropriate use of persuasive as well as informative presentation skills is therefore critical to individual success. In the Professional Presentation course, students are exposed to the various elements of effective oral and written presentation. Emphasis is placed on effective delivery techniques and includes the appropriate use of electronic media for the display of charts, graphs, diagrams, photographs, video clips, and text. Students hone their skills by presenting seminars to a critical audience of peers

and faculty. Feedback is provided by written audience evaluation, self-evaluation of videotaped presentations, and faculty input.

450 Data Management (3)

This course covers topics such as the role of data management in clinical trials and the duties of the Clinical Data Coordinator. Topics include organization, collection, review, and tracking of data. Coding of adverse drug experiences, drugs and disease states, and standardized terminology are also considered.

451 Scientific & Technical Writing (2)

The roles and responsibilities involved in scientific and technical writing are discussed in terms of types of reports and other documents that will be encountered. Examples from relevant practice settings are reviewed in class and practical exercises presented with opportunities for developing and critiquing assignments.

453 Introduction to Clinical Research (2)

This course will begin by defining clinical research and explaining why it is conducted. It will then progress to describe the different environments in which clinical research is conducted, the various research approaches that are used, and the ways in which research results are applied. The course will also describe how clinical research is used to evaluate strategies in medical practice, and how new drugs, devices, biologics, and potential environmental toxins are studied. In addition to discussing patient confidentiality issues, consideration will be given to the impact of politics and advocacy on research priorities and to evolutionary trends in the pharmaceutical, biologic and device industry. The prerequisite for this course is CLNR 362.

458 Managing & Monitoring Clinical Trials I (2)

This course is the first in a two-semester sequence designed to provide a theoretical and practical overview of the principles of managing and monitoring clinical trials. The purpose of this course is to provide students with a comprehensive understanding of clinical trial methodology in order to prepare them for a career in clinical research. The multiple practice environments in which clinical research is conducted will be described and the various roles of involved personnel will be discussed. This course will cover clinical protocols and data collection strategies (e.g. case report forms), and an overview of regulations relevant to clinical trials including responsibilities of sponsors, investigators, institutional review boards (IRBs), and contract research organizations. In addition, students will become familiar with Good Clinical Practices (GCPs), Standard Operating Procedures (SOPs), the quality assurance process (QA), and FDA audits. Prerequisites for this course are CLNR 362 and CLNR 453.

462 Preclinical Drug Development (2)

This course provides students with an overview of the process of classical and modern drug development. The course will also provide a perspective of the interaction of research, development and marketing activities in a regulated environment. Particular

emphasis is placed on promising approaches expected to lead to novel therapies and drug delivery systems within the next decade. A focus on illustrating future therapeutic targets and drug delivery systems is included.

474 Biopharmaceutics (3)

This course presents the biological and physiochemical factors of the body, drugs and dosage forms that influence drug availability, disposition, and pharmacological and toxicological responses.

479 Physical & Clinical Assessment (2)

This course is designed to introduce students to the basic principles and techniques of history taking and physical examination. Students in this course have an opportunity to develop the skills necessary to adequately follow the patient using physical assessment parameters and to monitor drug therapy when appropriate.

524 Advanced Statistics (2)

This course extends the Experimental Design and Biostatistics course (PHSC 324) to more advanced topics including meta-analysis, multivariate ANOVA, canonical correlation, multiple regression, logistic regression, survival analysis, factor analysis, and other data reduction techniques. The prerequisite for this course is PHSC 324.

528 Pharmacogenetics (1)

Population genetics, disease state prevalence, and population variances in response to drug therapy are covered in this course. The impact of pharmacogenetics on the future of clinical trials will be considered.

529 Epidemiology (1)

This course covers issues related to investigations that deal with the causes and control of diseases in populations.

530 Regulatory Affairs II (2)

This course provides in-depth coverage of the requirements for worldwide marketing applications. Students will examine the regulatory review process and gain an understanding of the necessary interactions with regulatory agencies. Emphasis will be placed on late phase clinical investigations and marketing considerations, including an emphasis on requirements for periodic safety reporting. The prerequisite for this course is CLNR 430.

534 Clinical Research Seminar (2)

The intent of this seminar is to integrate and extend the core curriculum by enhancing critical thinking skills in evaluating clinical research methodologies, protocols and literature. Each student will present a seminar on assigned clinical research literature. The prerequisites for this course are CLNR 530 and CLNR 558.

542 Interpersonal Skills (2)

Skills such as negotiation, written and verbal communication, managing meetings,

facilitation, influencing without authority, and assertiveness are often key determinants of success in the workplace. In order to teach students how to be more effective in their careers,. students will be coached and evaluated on their ability to plan, conduct and/ or facilitate meetings, generate effective communications, and foster effective listening, assertion, and influencing skills. Strategies that are successful during conflictive encounters will be stressed. In addition, students will be exposed to effective techniques used in the selection, mentoring, and management of employees including gender and cultural differences. The prerequisites for this course are CLNR 362 and CLNR 453.

558 Managing & Monitoring Clinical Trials II (2)

This course is the second in a two-semester sequence designed to provide a theoretical and practical overview of the principles of managing and monitoring clinical trials. Managing & Monitoring Clinical Trials II will focus on the practical aspects of implementing clinical trials from the standpoint of study coordinators, project managers, clinical monitors, and data managers. The course will cover selection of investigators, conduct of investigator meetings, site monitoring visits (for study initiation, periodic monitoring, and study termination), patient enrollment issues, managing investigator grants and contracts, safety monitoring, case report form review and data management. The prerequisite for this course is CLNR 458.

561 Pharmacoeconomics (1)

This course provides an in-depth exposure to methods of cost/benefit analysis via case-study format. Phase IV issues such as outcomes research and quality of life studies are also considered.

563 Christian/Medical Ethics (3)

As health care professionals, clinical researchers encounter a variety of problems that may compromise quality care and patient rights. This course is designed to enable students to approach ethical dilemmas objectively with an understanding of professional ethical responsibility. Students will learn skills in ethical reasoning necessary to promote the dignity of subjects they serve. Ethical issues relevant to the clinical researcher such as selection of subjects, compensation, confidentially, informed consent, termination of clinical trials, conflict of interest, and scientific integrity will also be covered.

564 Advanced Study Design (2)

This course will cover the components of an experimental design in detail. Topics include types of study design, selection of a study design, inclusion and exclusion criteria, randomization issues, various types of control, and handling bias in a design. Prerequisites for this course are PHSC 324 and CLNR 524.

568 Project Management (2)

This course will introduce the generic concepts of project management that are

utilized broadly in industries as diverse as aerospace and agriculture. The full life cycle of a project will be studied including planning, conducting, monitoring, analysis, and reporting. The project manager's role will be defined in developing and maintaining the timeline, budget, and quality of a project. Students will be exposed to project management as it applies specifically to clinical research. While management of an individual clinical trial will be covered, the broader perspective of management of a new drug project in the pharmaceutical industry will be a major focus. In the latter, the project manager integrates basic research, secondary pharmacology, toxicology, chemical development, analytical development, pharmacokinetics, metabolism, clinical research, and marketing aspects for delivery of a new product to the marketplace. The prerequisite for this course is CLNR 558.

573 Evidence-Based Medicine (2)

This course will trace formulation of relevant questions from clinical cases through the methodology required to search the clinical literature for critical information. Students will be exposed to the process of evaluating the validity and usefulness of this information in order to incorporate it into clinical practice.

610/620 Research Project (6/6)

The student will complete a clinical research project at a clinical site under the supervision of a preceptor.

■Computer Information Systems

Umesh Varma, Chairman

Requirements for a Major in Computer Information Systems (BBA) (CIP 13.1314)

ACCT 213, 214, and a 300-level accounting course; BADM 221, 222, 300, 313, 314, 331, 336; CIS 125, 225, 241, 242, 244, 245, 345, 351, 420, 452, 462, and 470 or 490; ECON 223, 224, 453.

Requirements for a Major in Computer Information Systems (AA) (CIP 13.1314)

ENGL 101, 102; MATH 111, 160; HIST 111, 112; ART or MUSC 131; one Natural Science course; RELG 125; EXER 185 and one EXER activity course; ACCT 213, 214; BADM 331, 336; CIS 125, 225, 241, 244, 351; ECON 223, 224.

Computer Information Systems Course Listing (CIS 000)

125 Introduction to Computers (3)

A study of the fundamental components and the operational capabilities of a computer system; the computer as a resource in business organizations; the general function and purpose of the microcomputer productivity tools: the use of word processing, electronic spreadsheet, and data management software. Prerequisite: None

225 Productivity Software (3)

Introduction to computer-assisted business analysis, including hands-on experience working with the most popular analytical software packages. This includes training in electronic spreadsheet use, manipulating data in spreadsheet and database-management systems. Prerequisite: CIS 125.

241 COBOL Programming I (3)

Introductory COBOL programming involves writing business application programs such as payroll, accounts payable, accounts receivable, and inventory control. Prerequisite: CIS 125.

242 COBOL Programming II (3)

Theory and application of the COBOL programming language is taught as used in commercial installations. Students prepare programs from applications commonly encountered in business and industry. Prerequisite: CIS 241.

244 RPG Programming (3)

Introduction to the RPG programming language using a problem-oriented approach. Programming concepts and techniques are taught by means of a series of programs illustrating typical business applications. Prerequisite: CIS 125.

245 Advanced RPG Programming (3)

More advanced RPG programming techniques are covered such as physical and logical files, interactive processing, and application development tools. Prerequisite: CIS 244

345 Database Management (3)

The structure, design, and development of data bases are investigated with emphasis on using the database management software as an integral component of an information system. Prerequisite: CIS 242.

351 Systems Analysis (3)

The analysis and design of business systems. The student will learn the concepts involved in the top-down design of a system including all aspects of the investigation, design, implementation, and evaluation of a computer system. Prerequisite: CIS 241 or 244.

420 Data Communications (3)

The features of centralized, decentralized, and distributed systems will be examined. The impact of distributed systems on the business enterprise will be studied via the medium of case studies. Technological implications of computer hardware, software, and communications are discussed as they relate to the design, development, and implementation of distributed data processing systems. Prerequisite: CIS 345.

452 Computer Information Systems Management (3)

The manager's role in data processing and his relationships and responsibilities to those outside the dataprocessing activity and to those inside that activity. The importance of his role in the development of business systems is stressed as well as the latest technical concepts. Prerequisite: CIS 351.

462 Computer Information Systems Design Project (3)

Students are provided with the opportunity to function in a more realistic business environment. This course focuses on the case studies that require students to apply their knowledge acquired in the classroom. In order to design and develop a project the students will have to use structured systems development methodology which includes systems flow charts, forms design, report specifications, programming, and documentation. The systems development life cycle (SDLC) will also be used to identify and develop various phases of the project such as feasibility study, structured analysis, design, implementation, and documentation. Supervising instructors must approve the project before a student can start it. Approval will be based on its scope, importance in a real-life business situation, and any innovative ideas used in designing it. In the beginning of the semester the student will get initial instructions to complete the project. Then, every week the student must report his or her progress to the supervising instructor in order to make sure that all the phases of the project are completed in proper order. Comprehensive report with supporting documentation will be submitted by each student for final evaluation. Presentation about the project must be made by each student to the class before final evaluation. During presentation each student must demonstrate project design and management skills acquired throughout the semester. Prerequisite: Completion of all CIS courses.

470 Independent Study (3)

This course is designed to give students an opportunity to develop skills in one or more areas of Computer Information Systems. These areas may include problem solving using systematic approach, systems analysis and design techniques, data communication, decision making techniques, applications development in business environment, programming techniques, database development, and information retrieval. Students will expand the scope of problem-solving from a programming to a systems viewpoint. Students must select the area of concentration in which further specialization will be done through independent study. Student's progress will be monitored by supervising instructor at frequent intervals (depends on the number of specializations) either by oral examination and/or written examinations. Throughout the semester student's activities will include self-study, programming, project design, homework, case study, consultations/meetings with Information Technology managers, group discussions, seminars, conferences, and advanced research in the area of specialization. Final evaluation will be based on comprehensive assessment of student's expertise in the area of specialization. Supervising instructor may select methods such as final comprehensive exam, programming project, written report, on-line demonstration, and oral examination for final evaluation. Prerequisite: Completion of all CIS courses and superior academic performance in all programming courses, Database Management (CIS 345), Systems Analysis and Design (CIS 351), and Data Communication (CIS 420).

490 Internship (3)

This course provides the student with productive, on-the-job experiences and/or special assignments which help bridge the gap between the academic and business worlds. The student will work in an organization independent of the University. Students doing an internship are required to meet with the supervising instructor at least once per week on campus to discuss their progress. The supervising instructor will closely monitor the progress of an intern and evaluate his or her experience in accordance with the stated objectives. The employer will be asked to complete a monthly performance evaluation form and an overall performance evaluation form. These will be reviewed by the supervising instructor. Prerequisite: Juniors and seniors with an overall grade point average of 2.0 or greater, superior academic performance, and approval of outside organization.

■Computer Science

Professors: Dr. Norwood (Chairman), Dr. Taylor
Associate Professors: Mr. Thomas, Mrs. Todd
Assistant Professors: Miss Walker
Adjunct Faculty: Mr. Huggins, Dr. Meaders, Dr. Yang

Requirements for a Major in Computer Science

The candidate must complete 36 hours of computer science courses including Computer Science 111, 112, 211, 212, 311, 340, and 411 with a "C" average or better. The candidate must have courses in a second approved computer language and complete Mathematics 122, 223, and 335. Recommended Mathematics 224 and 333. Students may receive advanced placement.

Requirements for a Minor in Computer Science

A candidate must successfully ("C" average or better) complete Math 122 and 18 hours of computer science courses containing CSC 111, CSC 112, CSC 211, CSC 212, CSC 311, and a second computer language.

Those students who inform the Mathematics/Computer Science Department of their intention to minor in Computer Science prior to the completion of 9 semester hours of Computer Science courses will receive a programming certificate when they successfully complete all requirements of the minor.

Computer Science Course Listing (CSC 000)

111 Introduction Programming using C/C++ (3)

This course is intended to provide the student with the basic concepts of the "C++" programming language. The evolution of the language, its constructs, and its use in the marketplace today will be examined and discussed. Additionally, where possible, platform differences and new trends in the language will also be covered. Programming assignments will be an integral part of this course.

112 Advanced Programming in C++ (3)

A continuation of CSC 111, this course provides the student with the advanced concepts of the "C" programming language. Multidimensional Arrays, String-Handling Functions, Storage Classes, I/O functions, Data Structures, and Exception-Handling will be covered. Programming assignments to demonstrate proficiency with these concepts will be a key part of this course. Prerequisite: CSC 111 or equivalent. On an exceptional basis, permission of the instructor may be granted for those students who demonstrate a successful knowledge of the fundamentals of the "C" language.

211 Assembly Language (3)

This course covers computer organization, operation, and data representation. Emphasis will be on writing programs in an assembly language. Prerequisite: CSC 111.

212 Operating Systems (3)

This course covers the development of operating systems, CPU scheduling, memory management, file systems, disk scheduling, I/O devices, processing of data sets. Prerequisite: CSC211.

273 Introduction to PASCAL (3)

An introduction to the basic concepts of programming in PASCAL.

278 Introduction to Java (3)

This course will cover programming in the Java Language, the language of the Internet. The course will cover a history of the rapid development of Java as a computer language for "write once, run anywhere".

280 Visual Basic Programming (3)

This course examines the basic concepts of the Microsoft Visual Basic programming language and the associated visual development environment. A powerful Rapid Application Development (RAD) package, VB has fast become an industry standard for application development in the Microsoft WindowsTM desktop environment. Programming assignments to demonstrate proficiency with the concepts introduced will be a key part of this course.

311 Data Structures (3)

This course covers algorithms associated with data structures. Topics include list, stacks, queues, arrays, strings, trees, double-linked list, and multi-linked structures. Prerequisite: CSC 112.

335 Operations Research (3)

An introduction to the methods and procedures of operations research. Topics include statistical analysis, simulation, mathematical modeling, probability theory, and reliability.

340 Discrete Mathematics (3)

This course covers the following topics: sets, symbolic logic, relations, functions, mathematical induction, recurrence equations, trees, spanning trees, and graph theory.

361 Unix System Management (3)

CSC 361 provides the student with an overview of the UNIX Operating System and the fundamentals to managing a UNIX-based environment. This course will discuss the history of UNIX and the various versions in the market today. Filesystems, users, devices, hardware management, and network functions will be explored. An IBM RS6000 server will be used to demonstrate all topics discussed in class and will be available for use by the students to explore the unix world on their own. Prerequisite: An understanding of operating systems in general. Familiarity with C programming will be a plus.

376 Introduction to Numerical Methods (3)

Concerned with the practical solution of problems on computers. Prerequisite CSC 112 or 273, Co-requisite: Math 224. Recommended Math 333.

380 Microprocessor software, Hardware and Interfacing (3)

The rapid evolution of electronic, computer, and communication technology is challenging industry's ability to keep pace. This course describes how the computer works starting at the lowest level of processor registers and other internal hardware structures and progressing through various software components. Topics include microcomputer hardware design, 16-bit and 32-bit microprocessor architectures, and discussions on the future of computing to include IBM's advancement in molecular computing chips, Intel's dual Pentium architectures, and optical storage devices.

406 Topics in Problem Solving with Computer Technology (3)

How computer technology can be applied in today's fast-paced business environment is the focus of CSC 406. Given the rapid change of computers, it's difficult for many businesses to keep up with new trends. This course looks at a variety of topics of interest which will focus on Data Context Interchange (DCI) for systems integration, Electronic Date Interchange (EDI) supporting Electronic Commerce (EC), Solution Design, The Internet, and current issues affecting practical applications of technology. Issues such as emerging software trends in Object-Oriented development, standards committees (ANSI), client-server concepts, and the move towards heterogeneous open systems computing will also be examined.

410 Object Oriented Programming (3)

An in depth study of the methods of object oriented programming using Visual Age C++.

411 Computer Organization and Logic (3)

This course covers the following topics: logic circuits, organization of computer components, and computer systems.

412 Theory of Programming Languages (3)

A comparison of existing programming languages including the design and structure of the programming languages.

415 Introduction to Voice Processing (3)

This course covers many aspects of call and voice processing: from basic understanding of telephony through the newly emerging technologies and applications of voice processing. Associated with the lectures are programming assignments.

470 Internship (3)

This course requires 130 hours work in a related field with approval prior to beginning work.

■Economics

Shahriar Mostashari, Chairman

Requirements for a Major in Economics (BS) (CIP 52.0201/45.0601)

ACCT 213, 214; BADM 300, 314, 345; CIS 125, 225; ECON 223, 224, 333, 334, 453, 459 and twelve semester hours of economics. Electives must be selected from junior and senior-level courses. In addition to the above, the student must complete MATH 122.

Requirements for a Major in General Economics (AA) (CIP13.0101/45.0601)

CIS 125; ECON 223, 224, and six hours of economics electives selected from 300 and 400 level courses; ENGL 101, 102, and any one of 201, 202, 203, or 204 courses; EXER 111 or 112, 185; Fine Arts 131; Government/Sociology electives; HIST 111, 112; MATH 111, 160; RELG 101; one laboratory science course from Biology, Chemistry, Environmental Science, or Physics.

Economics Course Listing (ECON 000)

223 Macro Economics (3)

A study of the national economy with emphasis on economic institutions, determination of national income, economic fluctuations, functions of money and banking, the economic role of government, labor problems, international trade, and economic growth.

224 Micro Economics (3)

A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under various market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

333 Intermediate Economic Theory (3)

Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: ECON 223 and 224.

334 Money, Income, and Employment (3)

A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: ECON 223 and 224.

357 Public Finance (3)

A study of the revenues and expenditures of federal, state, and local government with an analysis of the types of taxes and expenditures, and of government policy and its impact on full employment, economic growth, and national income. Prerequisites: ECON 223 and 224.

448 International Finance (3)

Topics include foreign exchange markets, exchange rate determinations, balance of payment problem, open macroeconomic policy and international financial organization. Prerequisites: ECON 223 and 224.

449 International Trade (3)

A study of positive and normative theories of international trade. Topics include: Determinations of international trade, welfare implications of international trade, commercial policies, and economic integration. Prerequisites: ECON 223 and 224.

453 Money and Banking (3)

The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: ECON 223 and 224.

454 Labor Economics (3)

An economic analysis of labor-market conditions and labor-related issues including unemployment, wage determination, working hours, trade unions, and government policy. Human capital theory is also introduced. Prerequisites: ECON 223 and 224.

455 Comparative Economic Systems (3)

Comparative analyses of the economic theories, institutions, and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: ECON 223 and 224.

456 History of Economic Doctrine (3)

A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period, and to the other sciences. Prerequisites: ECON 223 and 224.

459 Senior Seminar in Economics (3)

Selected topics with small classes. Prerequisites: ECON 223 and 224.

460 Independent Study (3)

Offered with permission of department chairman.

490 Economics Internship (3)

Economics-related employment experience with an approved organization. Related term paper required. Prerequisites: junior standing (at least), declared major in Economics, overall grade point average of 2.0 or greater, and completion of an independent study contract.

■English

Professors: Dr. Vaughan (Chairman)
Associate Professors: Dr. Shelley
Assistant Professors: Dr. McKinley; Dr. Peterman; Dr. Davy; Dr. Tate
Instructors: Ms. Hanemann
Adjunct Faculty: Ms. Davy; Mr. Stewart

English Requirements in the General College Curriculum

All students must complete ENGL 101-102 (Freshman Composition) and 6 hours of 200-level courses in British or American literature. ENGL 101 (or equivalent placement) is a prerequisite for ENGL 102, and ENGL 102 is a prerequisite for all English courses numbered 201 and above. Students may take the 200-level courses in any order and combination, but it is recommended that they be taken in the appropriate sequence. Entering Freshmen may exempt ENGL 101 if their verbal SAT score is 700 or better and they have a 3.5 or better in high school English. Exemption, however, is not recommended.

Requirements for the Bachelor of Arts Degree with a Major in English

The English major is designed to give the student a broad historical perspective of British and American literature. The student majoring in English can be a general English major, or may take additional courses in order either to gain licensure to teach or to complete the Pre-Law Track. The general English major must complete the following:

A. ENGL 101 (or equivalent placement)
ENGL 102
(i.e. normally 6 hours)

B. ENGL 201
ENGL 202
ENGL 203
ENGL 204
(i.e. 12 hours: 6 hours count toward the core requirements and 6 hours count in the English major)

C. One of the following:
ENGL 301 (Creative Writing)
ENGL 302 (Advanced Writing)
ENGL 303 (Advanced Grammar)
ENGL 424 (Rhetoric and Persuasion)

D. At least three period surveys of British literature:
ENGL 401 (Medieval Literature)
ENGL 403 (English Renaissance Literature)
ENGL 404 (Eighteenth-Century Literature)

ENGL 405(Romantic Period)
ENGL 406(Victorian Period)

E. Either one of the following:
ENGL 407(Nineteenth-Century American Literature)
ENGL 415(History of American Fiction)

F. One course in the Twentieth-Century:
ENGL 408(Twentieth-Century Literature)
ENGL 416(Mod./Cont. Fiction)
ENGL 417(Mod./Cont. Poetry)

G. ENGL 410(Shakespeare)

H. Either one of the following:
ENGL 409(Chaucer)
ENGL 411(Milton)

I. Two electives from the upper level writing courses, or British or American literature courses.

All students majoring in English must complete a minimum of 42 hours in English beyond ENGL 102 with a "C" or better in all English courses. It must be stressed that 42 hours is the minimum and that the English major is encouraged to use electives to broaden his/her experience in literature and writing.

Requirements for Teacher Licensure Track

The English/Education track differs from the general English major in that ENGL 302 (Advanced Writing) and ENGL 303 (Advanced Grammar) must both be taken to complete the licensure process; these courses may also be used to help satisfy English major requirements (C) and (H). The student also must take the Methods in Teaching course (ENGL 453), although it cannot be applied to the elective requirement (H) for the English major. The English/Education track must also maintain a 2.5 grade-point average in the major courses, including (I), and complete the licensure requirements of the School of Education.

Requirements for English Pre-Law Track

The English Pre-Law Track is a writing-intensive track geared toward preparing the English major for the study of law. In this track some of the core curriculum courses are required or highly recommended, some English requirements are changed, and specific government/history courses are required. These courses can also be used to meet the requirements of the core curriculum.

The core requirements recommended or required are: ENGL 201 and 202 OR 203 and 204 (required); Latin, Greek, or German (recommended); RELG 224 (required); PHIL 221(required); HIST 221-222 (required).

The English courses beyond the core courses are:

ENGL 302 (Advanced Writing)
ENGL 303 (Advanced Grammar)
Three courses chosen from 401-6
ENGL 407 (19th Century American Literature) or ENGL 415 (History of American Fiction)
ENGL 408 or ENGL 416 or ENGL 417
ENGL 409 (Chaucer) or ENGL 411 (Milton)
ENGL 410 (Shakespeare)
ENGL 423 (Literature and Law)
ENGL 424 (Argument and Persuasion)

The specific government/history courses are:

GOVT 229 (National Government)
GOVT 449 and Government 450 (Constitutional Law I and II)
GOVT 443 or 445 or 446 or 447 (Political Thought)
GOVT 451 (Seminar on Constitutional Law)

Requirements for a Minor in English

The minor in English requires a minimum of 21 hours of English beyond the core requirements. As in case of the major, the student seeking a minor in English must have a "C" or better in all English courses. The student must take English 410 (Shakespeare) and either English 409 (Chaucer) or English 411 (Milton). Five more courses must be selected from the English 300, 400, and 500 level offerings.

English Course Descriptions (ENGL 000)

100 English Fundamentals (3)

A review course in English fundamentals without the extensive essay writing of English 101. For students who have difficulty writing.

101 English Freshman Composition I (3)

A course designed to teach the student mechanical and rhetorical skills required for composition at the college level.

102 English Freshman Composition II (3)

A course designed to enhance writing, research, and reading skills directed toward literary analysis. Prerequisite: English 101.

201 British Literature I (3)

A survey of British literature from *Beowulf* through the Eighteenth Century. Prerequisite: English 102.

202 British Literature II (3)

A survey of British literature from the romantic period through the Twentieth Century. Prerequisite: English 102.

203 American Literature I (3)
A survey of American literature from the colonial period to 1865. Prerequisite: English 102

204 American Literature II (3)
A survey of American literature from 1865 to the present. Prerequisite: English 102.

205 World Literature I (3)
A survey of world literature, primarily in western culture, to the seventeenth century.

206 World Literature II
A survey of the diverse literatures of the world, focused by the instructor.

301 Creative Writing (3)
A course designed to intensify the student's practice of writing poetry and fiction and, therefore, enhance the critical skills and appreciation of all literature. Open to all students.

302 Advanced Writing (3)
A course designed to improve the student's writing skills beyond those taught at the lower division level.

303 Modern Grammar (3)
An examination of traditional and modern grammars.

401 Medieval Literature (3)
An exploration of Medieval literature prior to 1500 and exclusive of Chaucer.

403 English Renaissance (3)
An analysis of the prose and poetry from the late sixteenth century through 1660. Exclusive of Milton poetry and of Shakespeare's dramatic works.

404 Eighteenth-Century Literature (3)
An exploration of the literature from the Restoration through the beginnings of Romanticism.

405 Romantic Poetry and Prose (3)
An examination of the major poets and prose writers and their sources.

406 Victorian Literature (3)
An exploration of the major post-Romantic literature of the Nineteenth Century and its relationship to the social concerns of the day.

407 Nineteenth-Century American Literature (3)
A probing of major literary examples of the American mind in the Nineteenth Century.

408 Twentieth-Century Literature (3)
A survey of the major writers and movements in British and American literature from World War I through World War II.

409 Chaucer (3)
A study of the major poems of Chaucer in their historical and literary contexts.

410 Shakespeare (3)
A study of representative Shakespeare plays, criticism of his plays, Elizabethan theater, and the history of the period.

411 Milton (3)
A study of the representative works of Milton in their historical and literary contexts.

412 The Lyricist (1,2,3 credit hours per semester)
A total total of 6 credits to be counted toward the B.A. A course designed to teach students how to judge poetry, how to edit a quality-oriented small magazine, and how to use desk-top publishing methodology. Prerequisite: instructor's approval.

413 English Drama (3)
An examination of English drama from the Medieval period through the present.

414 History of the British Novel (3)
A study of representative novels of the Eighteenth and Nineteenth Centuries.

415 History of the American Novel (3)
A study of the distinctly American qualities of fiction, with emphasis on the novel as it developed between 1800 and 1914.

416 Modern/Contemporary Fiction (3)
A course probing the works of representative prose fiction writers active since World War II, with a primary emphasis on the Americans writers.

417 Modern/Contemporary Poetry (3)
A course probing the works of representative poets since World War II, with a primary emphasis on American writers.

418 Southern American Literature (3)
A survey of representative writers of the South.

419 Seminar (3)
Specialized topics in British literature, art, and society; American literature, art, and society.

420 Independent Study (3)
An independent study based on the student's interests or need of specific courses.

421 History of the English Language (3)
A study of the evolution of the English language.

422 History of Criticism (3)
A study of the literary critics and methodologies from Aristotle to the present day.

423 Literature and the Law (3)

An exploration of the trials and legal issues presented in selected works of drama and fiction.

424 Rhetoric and Persuasion (3)

An intensive study of the development and presentation of argument in writing.

453 Methods in Teaching English (3)

A course designed to teach how to teach English.

498 Honors Course (3)

A course consisting of heavy reading assignments from the Recommended Reading List. The work will be done over more than one semester with selected teachers. The number of units awarded in the final semester will depend on the agreement reached between the major professor and the student.

499 Honors Thesis (3)

A specific research project of a writer, era, idea, or work. The Honors Thesis will be done in the senior year and will be viewed as an introduction to graduate work.

■Exercise Science

Professor: Dr. Freeman (Chairman)
Associate Professors: Dr. Bergemann, Dr. Woolard
Assistant Professors: Mr. Lee, Ms. Watkins
Instructors: Mr. Johnson, Ms. Lehman, Mr. Miller, Mr. Plummer, Ms. Weiss

The Department offers a diverse selection of activity courses as well as teaching-, science- and business-oriented major programs to prepare students for work in the sport, fitness, and wellness fields. Each major program includes cognate courses in other departments and offers on-site work experiences as part of the program.

All non-majors must take EXER 185 and 1 semester hour of activity courses (EXER 111 or 112) to meet their General College requirement. All students in EXER 111-112 classes must wear the designated uniform and shoes appropriate to the activity. Uniforms may be purchased at the bookstore.

Exercise Science and the General College Curriculum

EXER 185 Lifetime Wellness (2)

Required of all non-majors. Guides the student in leading a healthier life. Classroom lectures cover topics that include nutrition, the relationship between fitness and wellness, cardiovascular disease risk management, cancer risk management, stress management techniques, AIDS and sexually transmitted diseases, smoking cessation, cardiovascular assessment and exercise prescription, body composition assessment and weight control, and other relevant wellness and fitness issues.

Lectures are supplemented by laboratory and exercise activities. A swimming test must be passed as part of the course requirement. If you cannot swim, we will teach you. Prerequisite: A completed physical examination on file at the Infirmary.

EXER 111-112 Elective Activity Courses (1)

One semester hour required of all non-majors. Emphasis on developing skills to enjoy and gain health benefits from the activity. The following activities are offered at the beginning, intermediate, and advanced levels. New courses will be added to reflect student interests. Lab fees will be charged for some courses.

Aerobic Dance, Badminton, Dance (Aerobic, Social, Square), Golf, Jogging, Self Defense, Skiing, Softball, Strength Training, Swimming, Lifeguard Training, Water Safety Instructor, Tennis, Volleyball, and Walking Fitness.

Any individual unable to participate successfully in either a walking program or a jogging/walking program may meet the General College physical education requirement by taking EXER 202 and a one-hour course in an appropriate activity. The request for this exception is made through the University Infirmary to the Department Chairman.

Department & Course DescriptionsMajors in the Exercise Science Curriculum

Athletic Training

Exercise Science

Fitness Wellness Management

Physical Education

Physical Education with Teacher Licensure

Physical Education and Athletic Training with Teacher Licensure

Sport Management

The Student Handbook of the Department contains all course requirements and details of each program. It is available at Carter Gym, Room 100. All students must pass BIOL 221 and MATH 160 with at least a "C" grade. The summarized course requirements for each program are as follows:

Athletic Training Major (CIP 18.1030)
EXER 201, 202, 311, 312, 313, 314, 321, 326, 412, 425, 426, 431, 432.

Exercise Science Major (CIP 36.0108)
EXER 201, 321, 326, 333, 421, 425, 426, 431, 432, 450, 452, 461. Cognate: CHEM 111, 113; PHYS 221, 222; PSYC 232. Recommended: MATH 122, EXER 490 or 494.

Fitness Wellness Management Major (CIP 36.0108)
EXER 131 or 185 & 111/112; 201, 202, 311, 321, 326, 338, 425, 426, 431, 432, 450, 452, 461. Cognate: ACCT 213; BADM 221, 313, 331, 332; ECON 224; COMM 215; PSYC 232. Recommended: EXER 494.

Physical Education Major (CIP 36.0108)
EXER 131, 201, 202, 321, 425, 426, 431, 432, 12 s.h. EXER electives at 300-level or higher. Cognate: 18-20 hours in another field (Business or Science recommended. See Handbook).

Physical Education Major with Teacher Licensure (CIP 13.1314)
EXER 131, 132, 201, 202, 311, 331, 333, 338, 339, 425, 426, 431, 432, 441; EDUC 221, 341, 431, 452, Teaching Block (440 or 441, 453, 454, 458). Recommended: EXER 321 and 336. See Handbook for other requirements.

Physical Education and Athletic Training Majors with Teacher Licensure (CIP 13.1314)
EXER 131, 132, 201, 202, 311, 312, 313, 314, 321, 326, 331, 333, 338, 339, 412, 425, 426, 431, 432, 441; EDUC 221, 341, 431, 452, Teaching Block (440 or 441, 453, 454, 458). Recommended: EXER 336. See Handbook for other requirements.

Sport Management Major (CIP 06.0702)
EXER 201, 230, 321, 325, 336, 431, 432, 461, 462, 9 s.h. EXER electives at 300-level or

higher. Cognate: ACCT 213; BADM 221, 313, 331, 332; ECON 224; COMM 215; THEA 115; PSYC 232. Recommended: EXER 494.

Minor in Physical Education Program Requirements:
EXER 201, 202, 311, 336, 431, one of 325, 425 or 426; BIOL 221.

Minor in Sport Coaching Program Requirements:
EXER 311, 321, 333, 336, 450, one of 325, 425 or 426; two of 241-247; BIOL 221.

Minor in Sport Business Program Requirements:
EXER 201, 230, 336, 431, 461; ACCT 213, BADM 221, 313, 331, 332, ECON 224.

Exercise Science Course Listing (EXER 000)

131 Fitness for Majors (3)
Classroom lectures cover topics that include nutrition, the relationship between fitness and wellness, cardiovascular disease risk management, stress management techniques, cardiovascular assessment and exercise prescription, body composition assessment and weight control, and other relevant wellness and fitness issues. Lectures are supplemented by laboratory and exercise activities (stretching, weight training, walk/jog, dance exercise, swimming, cycling, racquet sports, e.g., tennis, badminton, racquetball, and outdoor activities). A swimming test must be passed as part of the course requirement. Prerequisite: A completed physical examination on file at the Infirmary.

132 Sport Skills and Principles (3)
Tumbling, Gymnastics, Volleyball, Basketball, Soccer, Track and Field, and Softball.
EXER 131-132 are laboratory courses for physical education majors, with an emphasis on performance skill development. The instructors will integrate teaching progressions into the acquisition of skills. Classes meet six hours per week for the semester.

201 Foundations of Exercise Science (3)
An introduction to the Department's major courses of study. Overview of the professional areas of exercise science, physical education and sport, emphasizing historical, philosophical, and socio-psychological foundations and their implications for contemporary society. Includes the study of current issues, problems, ethical concerns, careers, and future directions of the field.

202 Lifetime Health (3)
Emphasis on the impact of personal health, fitness, and wellness in everyday lives within the school and community by participating in the proper exercise and nutritional programs. For majors only.

221 Computer Applications in the Exercise Sciences (3)
Introduces the application of technology in the practice and management of human fitness, wellness, and sport. Demonstrates the uses and value of types of hardware and

software. Gives hands-on experience in using a variety of software applications, including word processing, spreadsheets, database operations, and major-specific software. For majors only.

224 First Aid and CPR (2)

The basic principles of first aid and the practical use of cardiopulmonary resuscitation when cardiac arrest is encountered. Students are certified for the one and two person procedure and reviving an infant. Includes proper use of the Heimlich maneuver for victims of choking. For majors and lifeguard trainees only.

230 History of American Sport (3)

Surveys the development of American sport from colonial times to the present day, focusing of its reflection of American society and events. Topics include the influence of the shift from an agrarian to an urban society, the search for the American character, the Olympic Games (ancient and modern), the end of amateurism in sport, sport as politics, the drug crisis, the impact of technology on sport, and the shift to the professional marketing and entertainment model by the end of the 20th century. Studied through primary documents and an examination of a major example of modern sport ("big-time" college athletics). Cross-listed as HIST 230. Counts as Social Science elective. Offered in even years (2000, 2002), Spring. Prerequisite: HIST 111-112.

241-247 Theory of Coaching (2)

Methods and materials of seasonal planning, training, officiating, and game strategy in each sport.

241 Baseball

243 Basketball

244 Soccer

245 Softball

246 Track and Field

247 Volleyball

249 (was 243) Football

251 Sports Officiating (2)

Principles and practices of officiating in major sports. Intramural sports used as lab experiences.

311 Care and Prevention of Athletic Injuries (3)

Provides a basic introduction to the concepts, skills, and techniques used in the prevention and care of common athletic injuries. Prerequisite: BIOL 221 with minimum grade of "C".

312 Lower Extremity Evaluation and Assessment (3)

Theory and practice combine to provide a realistic approach to orthopedic joint evaluation and assessment. Lower extremity joints are investigated. Provides information needed to recognize, test, and assess orthopedic conditions. Students are expected to have a working knowledge of anatomy. Prerequisite: EXER 311 with minimum grade of "C".

313 Upper Extremity Evaluation and Assessment (3)

Theory and practice combine to provide a realistic approach to orthopedic joint evaluation and assessment of the upper extremity joints, including the abdomen and thorax. Provides information needed to recognize, test, and assess orthopedic conditions. Students will be expected to have a working knowledge of anatomy. Prerequisite: EXER 311 with minimum grade of "C".

314 Therapeutic Exercise (3)

Discusses the principles and techniques of rehabilitation, therapeutic modality applications, conditioning, and the return of individuals to sport. Topics will include pain theory and control, proprioceptive neuromuscular facilitation, joint mobilization, muscular strength and flexibility. Prerequisite: EXER 311 with minimum grade of "C".

321 Sport and Exercise Nutrition (3)

This course covers the principles of sound nutrition for the exercising individual, the athlete, and the average individual in society. The physiological needs of the human body; the way that foods, vitamins, enzymes, and minerals are used; and the bogus information concerning nutrition, diet, weight loss, and enhancing human performance will be discussed.

325 Applied Biomechanics (3)

This course examines the mechanical principles underlying human movement. It is designed to give a non-mathematical, applied introduction to the analysis of sport skills for non-specialists. It meets the biomechanics requirement for Golf Management and Sport Management majors, but it cannot substitute for EXER 426.

326 Anatomical Kinesiology and Muscle Function (3)

The study of the anatomical aspects of the human body, including the skeletal, muscular, mechanical, structural, functional, and neuromuscular control aspects. Prerequisite: BIOL 221 with minimum grade of "C".

331 Motor Development (3)

An investigation of motor development as an important component of the foundation needed to understand human behavior as it relates to teaching, learning and performing motor skills. The course explains the motor development process and its impact on the acquisition and refinement of physical skills. Offered even years (1998, 2000), Fall.

333 Motor Learning (3)

An investigation of motor learning as an important component of the foundation needed to understand human behavior as it relates to teaching, learning, and performing motor skills. The course explains the process by which humans acquire and refine physical skills, as well as the stages of skill learning and development. Offered odd years (1999, 2001), Fall.

334 Elementary School Physical Education and Health Methods (3)

An investigation of the principles, practices, and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. For elementary education majors only.

336 Sport Coaching Principles (3)

Basic principles of coaching youth sports from the elementary grades through the high school level. Includes an overview of philosophy and ethics, physiology, biomechanics, psychology, and sports medicine. Emphasis on providing a healthy, enjoyable sports experience at an appropriate level of training.

338 Adapted Physical Education (3)

Teaches the modification of physical activities for people with disabilities preventing their unrestricted participation in vigorous activities. Includes study of the social and psychological problems of mainstreaming. Field work with disabled persons required.

339 Movement Experiences for Children (3)

Studies the overall development of children in grades K-6. Emphasizes planning movement experiences based on individual needs. Includes observation and teaching experience in an elementary school. Offered even years, Fall (1998, 2000). Prerequisite: EXER 331.

412 Medical Conditions and Topics in Athletics (3)

Provides an overview of non-orthopedic medical conditions that may affect athletic participation, including: skin disorders, eating disorders, anemia, diabetes, asthma, closed head injury, systemic conditions, blood-borne pathogens, and emotional stress. Also discusses administrative concerns in athletic training. Prerequisite: EXER 311 with minimum grade of "C".

421 Sport Psychology (3)

The psychological foundations that underlie sport and physical performance, with the emphasis on application rather than theory. Includes motor skill learning, motivation, social interaction, mental training, and the effects of stress, injury and burnout. Examines goal setting, characteristics of peak performance, relaxation, imagery training, and implementing psychological training programs. Offered even years (1998, 2000), Fall. Prerequisite: PSYC 222.

425 (426) Exercise Physiology (3)

Studies the response and adaptation of the body to exercise. Includes effects of diet, environmental conditions, and gender. Prerequisite: BIOL 221 with minimum grade of "C".

426 (425) Biomechanics (3)

Studies the mechanics of motion applied to human movement and fitness and sport skills. Math 112 is recommended before taking this course. Prerequisite: BIOL 221 with minimum grade of "C".

431 Program Management (3)

Studies the principles of managing physical education, intramural, and athletic programs, and sport and fitness businesses. Topics include facility management, human relations, staff motivation, legal liability, scheduling, staffing, and related duties of facility managers, physical educators, athletic directors, and coaches.

432 Research Methods in Exercise Science (3)

Introduces design and application of research projects measuring cognitive, affective and psychomotor performance. Includes use of statistical procedures and interpretation of published research in the discipline. Prerequisites: MATH 160 with minimum grade of "C".

441 (340) Secondary Physical Education and Health Methods (3)

Covers the needs of students (Grades 7-12) in physical education and health. Students learn and analyze appropriate activities, plan instructional units, and develop yearly programs. Includes observation and teaching experience in a secondary school. Offered odd years (1999, 2001), Fall. Prerequisite: EXER 331, 339.

450 (451) Design of Strength and Conditioning Programs (3)

Applies the study of bioenergetic, neuromuscular and cardiorespiratory physiology to the principles of designing strength and conditioning programs. Elite performance in various sports is examined for energy system, biomechanical and kinesiological factors. Offered in odd years, Spring (1999, 2001). Prerequisites: BIOL 221; EXER 326 and 425.

452 Exercise Testing and Prescription (3)

The screening, testing and design of cardiovascular, strength, and other exercise programs for those who are at risk for Coronary Heart Disease or have a metabolic condition that requires special types of exercise prescription. Offered in even years, Spring (2000, 2002). Prerequisites: BIOL 221, EXER 425; current CPR.

461 Sport Entrepreneurship (3)

Studies the start-up process of the private sport-related business. Students work in teams with assigned and original ideas to analyze the potential for the enterprise, develop the business and marketing plans, and plan the process of acquiring financing.

The emphasis is upon real-world application and examines both service- and product-related businesses. Prerequisite: Senior year.

462 Advanced Sport Management (3)

A study of theory and its application in sport management, including topics such as basic management, personnel, ethics, communications, sport economics, accounting and budgeting, sport marketing, sports law, computer applications, research, and the future of sport management.

490 Directed Study (3)

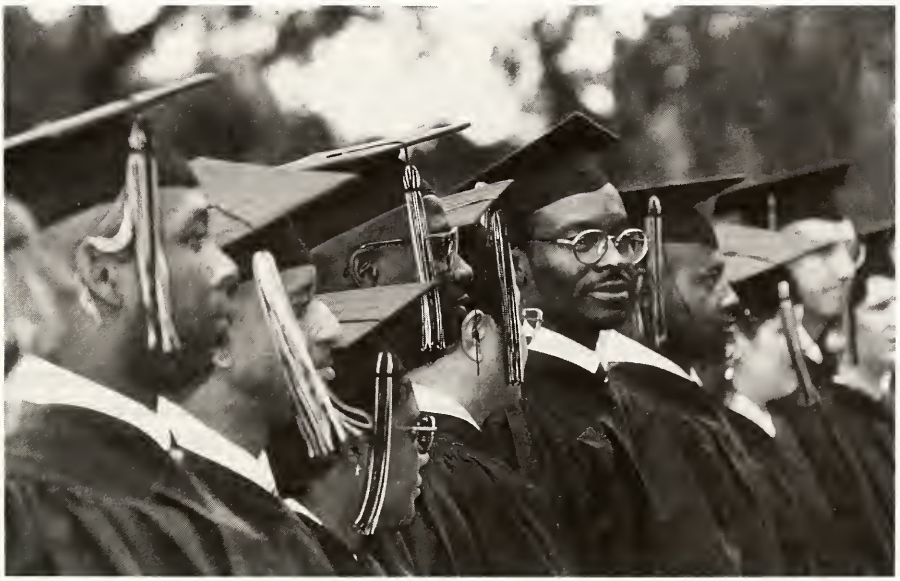
On-campus study or research experience appropriate to the major course of study. Arranged through the Department Chairman. Requires permission of adviser and Chairman.

492 Practicum (3)

Beginning on- or off-campus work experience appropriate to the major course of study. Requires permission of adviser and Chairman.

494 Internship (6)

Supervised field experience in off-campus setting appropriate to the major course of study. Work is performed under a contract signed by the student, the Chairman, and a representative of the sponsoring organization. May be taken at any time in the calendar year, if arranged by the start of the appropriate academic term. Requires permission of adviser and Chairman.



■Family and Consumer Sciences

Associate Professors: Dr. Pauline Calloway, Dr. Karen Nery
Assistant Professor: Mrs. Shari Moxley
Adjunct Instructors: Ms. Kathy King

Requirements for a major in Family and Consumer Sciences.

A candidate for the Bachelor of Science degree with a major listed below must satisfactorily complete the general college curriculum and courses specific to the major. A total of one hundred twenty eight (128) semester hours are needed for graduation.

A. Family Studies major.

Core courses: FCSI 341,365,401,445, RELG 340

Concentrations:

1. Child Development Concentration

FCSI 221,337,338,342,373,402,454,455,490,515,540,551, DRAM 115, Music 319 and 320. Electives (6 hours from FCSI 345,490, SOCI 345,359,360,450; 6 hours from FCSI 111, 213,227,320,332).

Prepares students for careers in early childhood settings and agencies serving young children and their families.

2. Family Concentration

FCSI 221,345,454,455,490,540,551, DRAM 115, SOCI 360, Electives (6 hours from FCSI 337,338,342,373,402,515; 6 hours from FCSI 111,213,227,320,332; 6 hours from FCSI 450; SOCI 226,359,345, PSYC 232,260,364)

Prepares students for careers that serve individuals and their families.

3. Family and Consumer Sciences Education Concentration

FCSI 111,213,227,300,332,334,402,448, EDUC 221,441,431,452,453,454,458, electives.

Prepares students for licensure by the state of North Carolina to teach Family and Consumer Sciences in public school settings at both the middle and secondary levels.

B. Food Service Management

FCSI 111,221,227,320,321,322,327,328,421,422,431, 6 hours FCSI electives; BADM 313,332,331,441, 3 hours BADM electives.

Family Studies Minor:

The minor consists of 18 hours of credit. Requirements for the Family Studies minor include: FCSI 365, either FCSI 551 or SOC/REL 340, one of the following courses in Human Development EDUC 341 or PSYC 260. (Social work majors may use SOWK 350 and 351). The remaining nine hours will be selected from Family and Consumer Science courses as approved by the advisor.

Food Service Management Minor:

The minor consists of 21 hours of credit. Requirements for the Food Service

Management minor include: FCSI 221, 227, 238, 327, 421 and six hours of supervised experience in FCSI 431. In addition, the following business courses are strongly recommended: BADM 331 and 313.

Family and Consumer Sciences Course Listing (FSCI 000)

Family Studies:

213 Interior Environment (3)

A study of planning and furnishing houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income; the selection, construction, and use of furnishings exemplifying good taste and individuality are considered.

300 Family and Consumer Sciences Secondary School Practicum (2)

Supervised classroom observation for ninety hours with an opportunity for experience in writing lesson plans, constructing assessment instruments, and assisting in the classroom in an approved middle or secondary school. For students whose concentration is in family and consumer science education.

332 Clothing Construction and Textiles (3)

A study of properties, composition, identification, and manufacturing procedures of textiles and construction techniques and evaluation of garment construction. Laboratory experience involving the application of construction techniques including pattern selection, fabric selection, alteration, garment fit in addition to and care and use of textile products.

334 Methods/Curriculum Development (3)

A study of the principles of planning and evaluating the family and consumer science education curriculum with emphasis on time management. Instructional planning and behavior management. The selection, development, and use of methods and materials appropriate for teaching family and consumer sciences in grades 7-12. Observation in schools is included.

337 Infants (3)

A study of the theoretical foundations of infant development. Prenatal considerations for the expectant mother are addressed. Includes the development of both younger and older infants, the development of the immune system, and program issues related to the needs of infants. Methods of developing, implementing, and evaluating infant programs are emphasized. Students participate in field experiences concerning infants. Offered fall semester, odd years.

338 Preschool Curriculum (3)

A course designed to enable students to become knowledgeable about program components and learning strategies for young children age three through kindergarten.

The role of families in early childhood programs is also studied. Students design curricular activities that integrate multiple developmental areas and level of ability and participate concurrently in a field experience in a quality preschool setting. Prerequisite: FCSI 337 or FCSI 340.

340 Toddlers (3)

A study of the theoretical foundations of toddler development. Developmentally appropriate practices with emphasis on language arts and communication skills, drawings, health, and hygiene. Symbolic thought, concentration, reasoning and concept acquisition, self-worth and self-esteem, parental involvement, appropriate curriculum, and the importance of forming correct eating habits are discussed. Students participate in field experiences concerning toddlers. Taught in spring semester, even years. Prerequisite 337.

341 Child and Adolescent Development (3)

A study of prenatal development and infancy, the physical growth, development of motor abilities, and language and thought of the child and adolescent; children's play and interests, adolescent interests, emotional factors, parent-child relationships; and psychosocial development.

342 Children's Health Wellness and Safety (3)

Data dealing with vital statistics and advances in technology. The major focus on good health habits, hygiene, and screening measures of wellness. Emphasis is also placed on National Safety Standards for toys, equipment, and playground facilities. Prerequisite: FCSI 337, 340, or 341.

345 Adult Development (3)

Developmental changes of adults from young adulthood through late life are examined. Emphasis is placed on the major stages of adulthood as they relate to the adults' individual adjustment and family functioning.

365 Family Relationships (3)

A study of factors that enhance or inhibit the development and maintenance of marital and family relationships over the life cycle. Intra-personal issues and interpersonal dynamics and the influence of these issues and dynamics on the development and maintenance of relationships will be examined.

373 Exceptional Children (3)

A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course includes an examination of current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher.

401 Seminar (3)

A study of the past, present, and future of family and consumer sciences. Emphasis on career opportunities and career choices. Includes the principles of personal development, preparation of job resumes, job interviews, and global concerns of the environment.

402 Administration of Children's Programs (3)

A course designed to enable students to become knowledgeable about programs designed for children birth through age five, program components and learning strategies for young children. Programs discussed include, but are not limited to Head Start, Even Start, Smart Start, Child Advocacy Groups, Resource and Referral Agencies, and other national and state agencies and organizations whose major emphasis is child care for young children. Prerequisite: FCSI 337,338 or 340.

445 Consumer Economics (3)

A study that focuses on the management of resources for the purpose of attaining consumer goods and services. Emphasis is on the role of the consumer and the study of problems related to personal and family buying and financial management.

448 Job Training/Occupational Information (3)

A study and analysis of vocational education including its history, philosophy, and objective. Emphasis is placed on occupational exploration and occupational family and consumer sciences. Sources and uses of occupational information are explored. Family and consumer science related occupational clusters are discussed in relation to entry and exit related occupations and observation of exploratory middle grade programs and occupational family and consumer science programs. Work experience in at least one of the occupational clusters is required.

450 Women in Our Culture (3)

A course examining the major contributions of women to society and culture. This course encourages students to become knowledgeable about the influence of women on a global level regarding law, public policy, education, architecture, furniture, politics, employment, the economy, religion, health, medicine and the media.

454 Professional Orientation in Family Studies (3)

This course is designed to assist students in evaluating their competencies, abilities, aptitudes, and interests related to career development; examining career opportunities related to children and families; and establishing professional relationships. This course is a prerequisite for FCSI 455: Child Development and Family Internship. Open to Family Studies majors and minors only.

455 Child Development and Family Studies Internship (3)

An internship program in a cooperating public, private, profit, or non-profit agency in accordance with the major course of study of the student. Total Hours: 150 working

hours. Prerequisites: consent of instructor and FCSI 337,338,340,402, and 454; or FCSI 365 and 454.

490 Parenting (3)

A study which examines the changing nature of parenting across the life cycle including: transition to parenthood, early parent-child relationships, parenting adolescents, and the relationship between aging parents and adult children.

515 Young Children's Literature (3)

An examination of developmentally appropriate literature for young children. Emphasis will be placed on understanding what constitutes developmentally appropriate literature.

540 Family Ethics and Policies (3)

This course will assist students in the examination of the character and quality of human social conduct and the ability to critically examine ethical questions and issues. In addition, this course will explore public policy procedures and survey issues that currently affect families.

551 Family Issues (3)

A course designed to introduce the student to a number of issues/topics that characterize or impact contemporary American families. The examination of family theories and research related to families will be emphasized.

Food Service Management:

111 Introduction to Foods and Nutrition (3)

A study of the scientific principles of food selection and preparation. Emphasis is on selection, purchasing, food preparation, storage, and preservation of foods. Laboratory work coordinated with lectures.

221 Food Service Management (3)

A study of procurement methods, principles and processes in food service. Includes discussion of purchasing activities and product information and selection of food service furnishings and equipment.

227 Nutrition (3)

A study of the fundamental of human nutrition, with emphasis on nutrients and factors which affect their utilization in the human body.

320 Nutrition During the Life Cycle (3)

A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, adults and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with emphasis on nutrition. A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs.

321 Institutional Foods (3)

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite: FCSI 111: Required for majors; all others, permission of instructor.

322 Food Service Equipment (3)

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisite: FCSI 111, or permission of instructor.

327 Diet Therapy (3)

A study of the foundation of basic nutrition and an extensive coverage of diet therapy for the dietary manager. Focus will be on a clinical review of the development and use therapeutic diets for various disease categories. Prerequisite: FCSI 111; FCSI 227; required for majors, all others, permission of instructor.

328 Hospitality Management and Catering (3)

An introduction to the theory and application of management principles, skill, and functions in small and large quantity food production and service. Examination of economic, social, and political environment affecting food service organizations. Management of resources and production for a catering operation. Prerequisite: FCSI 111; FCSI 321 or FCSI 322, required for majors; all other, permission of instructor.

421 Food Service Systems Administration (3)

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts, and principles to improve decision making and problems solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: FCSI 111; FCSI 321 or FCSI 322. Required for majors; all others, permission of instructor.

422 Experimental Foods (3)

A study of the nutritional and scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FCSI 111; FCSI 227; FCSI 327. Required for majors; all others, permission of instructor.

431 Commercial Food Management Field Experience (6)

A minimum of 200 hours field experience in a commercial food service operation. Students will rotate with all levels of management through all aspects of the operation, participating in the management process at different levels. Attendance of a two (2) hour weekly seminar is required. Prerequisite: open to majors and minors; all others, permission of instructor.

■Foreign Languages

Professor: Dr. Steegar (Chairman)
Associate Professors: Dr. Penny
Assistant Professor: Mr. Rivera, Dr. Ortiz
Adjunct Faculty: Mrs. Hren, Mrs. Swisher, Mr. Bryant, Dr. Belk, Mr. Jett

Foreign Languages and the General College Curriculum

In order to meet the foreign language requirements at Campbell University, a student has two options:

1. Continue a language started in high school. A student who has taken two years of a language in high school and opts to use that language to fulfill the foreign language requirement, must complete through the 202 level (fourth semester). This will normally require taking 201 and 202. If a student's background is weak, he/she may take 102 (or even 101); however he/she must still complete through the 202 level. The student will receive elective credit for 101 and/or 102 if they are taken.

2. A student may start a new language at Campbell University. This will require taking three semesters of the same language (101, 102, and 201). If a student has had only one year of a language in high school, he/she may take that language at Campbell University and start with 101 at no penalty (he/she may take 101, 102, and 201 and fulfill the requirements).

The student may choose from the following languages: French, Greek, Latin, and Spanish.

Students whose native language is not English are exempt from the foreign language requirements; however, they must complete both English 101 and 102 with a grade of "C" or better.

Students in the Lundy-Fetterman School of Business must have two years of high school language or pass 101 and 102 of the same language at Campbell University.

Requirements for a Major in French (CIP 16.0901)

To achieve a major in French, the student must complete the following: FREN 201-202 Intermediate French, 221, 222 Survey of French Literature, 231-232 French Composition and Conversation, 300 History and Civilization of France, 305 Phonetics and Pronunciation of French, and three additional French courses above the beginning level.

Requirements for a Major in Spanish (CIP 16.0905)

To achieve a major in Spanish, the student must complete the following: SPAN 201-202 Intermediate Spanish, 221, 222 Survey of Spanish Literature, 231-232 Spanish Composition and Conversation, 241, 242 Survey of Spanish-American Literature, 305 Spanish Phonetics and Pronunciation, and 341, 342 Spanish/Latin-American Civilization.

Requirements for Teacher Licensure in French (CIP 13.1325) or Spanish (CIP 13.1330)

The requirements for those majoring in French or Spanish and who seek liscensure to teach in secondary schools are the same as above but with the following additions: FREN or SPAN 400 (Methods and Materials of Romance Language Teaching) and the completion of the professional education sequence in the School of Education.

Requirements for a Minor in a Foreign Language

A minor in French or Spanish requires eighteen hours beyond 101 or 102. Prerequisites: All language courses above the 202 level assume that the student has completed through the 202 level or its equivalent.

French Course Listing (FREN 000)

101-102 Elementary French (3,3)

Introduction to the basic skills of the language: reading, writing, speaking, and aural comprehension.

201-202 Intermediate French (3,3)

Review and development of the basic skills. Prerequisites: FREN 101, 102 or equivalent placement.

221, 222 Survey of French Literature (3,3)

Introduction to the masters of French literature and their major works.

231-232 French Composition and Conversation (3,3)

Emphasis on improving competency in speaking and understanding standard French and on developing proficiency in the written language.

300 History and Civilization of France (3)

Traces the origins and development of French history and civilization, highlighting geography, education, and culture.

301 Advanced French Grammar (3)

An elaboration of grammar and idiomatic usage.

305 Phonetics and Pronunciation of French (3)

Individual instruction in French pronunciation and a study of phonetic transcription.

310 Business French (3)

331-332 Advanced Composition/Conversation (3,3)

400 Methods and Materials of Romance Language Teaching (1.5)

Principles of pedagogy unique to the teaching of a foreign language. A requirement for K-12 licensure.

440 Seventeenth-Century French Literature (3)

A study of French Classicism.

450 Eighteenth-Century French Literature (3)
A survey of major texts of the "philosophes."

460 Romanticism and Realism (3)
The first part of the nineteenth century in French literature, including major works of authors from Constant to Flaubert.

470 Symbolism and Naturalism (3)
Major works of French authors in the latter part of the XIX Century.

480 Twentieth Century French Literature (3)
A survey of major writers.

Greek Course Listing (GREE 000)

101-102 Elementary Greek (3,3)
A survey of the elements of Hellenistic (koine) Greek grammar, illustrated systematically from the Greek New Testament in classroom and language laboratory contexts.

201 Intermediate Greek (3)
Readings from the Greek New Testament coupled with a review of grammar at the intermediate level. Prerequisites: GREE 101-102.

Spanish Course Listing (SPAN 000)

101-102 Elementary Spanish (3,3)
Introduction to the basic skills of the language: reading, writing, speaking, and aural comprehension.

201-202 Intermediate Spanish (3,3)
Continued practice in the basic skills; review of grammar; reading of selected literary texts. Prerequisites: SPAN 101-102 or equivalent placement.

221, 222 Survey of Spanish Literature (3,3)
Introduction to the masters of Spanish literature and their major works.

231-232 Spanish Composition and Conversation (3,3)
Emphasis on improving competency in speaking and understanding standard Spanish and developing proficiency in the written language.

241, 242 Survey of Spanish-American Literature (3,3)
Reading and discussion of passages from representative authors, along with a comparison with Peninsular differences in the culture as they affect the literature of Latin America.

301 Advanced Spanish Grammar (3)
An elaboration of grammar and idiomatic usage.

305 Spanish Phonetics and Pronunciation (3)
A study of phonetic transcription and individual instruction in Spanish pronunciation.

310 Business Spanish (3)

320 Spanish Literature/Middle Ages through Renaissance (3)
A survey of major writers.

331-332 Advanced Composition/Conversation (3,3)

341, 342 Spanish/Latin-American Civilization (3,3)
Part I -- Traces the origins and development of Spanish history and civilization from medieval to modern times. Part II -- A study of Latin America from pre-Columbian to modern times.

400 Methods and Materials of Romance Language Teaching (1.5)
Principles of pedagogy unique to the teaching of a foreign language. Required for K-12 teacher licensure.

420 Latin American Short Story (3)
A study of the short story focusing on Latin American authors from the late 19th to the mid 20th centuries.

440 Spanish Golden Age (3)
A survey of major writers excluding Cervantes.

450 Cervantes (3)
Emphasis on Don Quixote.

460 Nineteenth-Century Spanish Literature (3)
A survey of Romanticism, Realism, and Naturalism.

470 Generation of 1898 (3)
A survey of major writers.

480 Twentieth-Century Spanish Literature (3)
A survey of major writers.

Latin Course Listing (LATN 000)

101-102 Elementary Latin (3,3)
Introduction to the pronunciation, grammar, and vocabulary. The course includes the reading of prose and a survey of the history and civilization of Rome.

201-202 Intermediate Latin (3,3)
Continuation and review of Latin grammar. The course includes readings in Latin prose and a continuation of the survey of Roman history and civilization. Prerequisites: LATN 101-102 or equivalent placement.

■Government and Criminal Justice

Professor: Dr. Sellers (Chairman)
Associate Professor: Dr. Schroeder
Assistant Professors: Dr. Thornton, Dr. West

Requirements for a Major in Government (CIP 45.1001)

Candidates for the major in government must, in addition to the General College Curriculum, complete with a "C" average or better at least 37 semester hours of government courses to include U.S. government and constitutional development, political thought, public policy and administration, international studies or comparative government, and a senior seminar. For specific course requirements, see the current Government Bulletin.

Requirements for a Minor in Government

Students pursuing a minor in government must complete, with a "C" average or better, 24 semester hours of government courses, including Government 229, Government 230, and one course from at least three of the following four areas: public policy and administration; international studies; political thought; or constitutional development.

Pre-law with a Major in Government or History (CIP 22.0102)

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. Campbell University's Department of Government and History has a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all of the college requirements for a bachelor of arts degree and gives the student a major in government (political science) or history. The program, which is broad enough to give students the specific courses needed to prepare them for the study of law, includes U.S. and British history, political thought, economics, accounting, data processing, logic, national and state government, speech, sociology, psychology, and constitutional history and law. To meet the foreign language requirements, pre-law students, though not required, are encouraged to take Latin.

While the program is broad and diverse, no one course alone is vital. It is the combination of courses that is important. For the specific courses required in this curriculum, students should consult with the chairman of the Department of Government and History and see the current Government Pre-law Bulletin.

Public Administration/Public Policy with a Major in Government (CIP 44.0401)

The program in Public Administration/Public Policy modifies the Government major by requiring that more of the required 37 semester hours of government courses focus on public policy and administration and that students complete an internship and

Government 461 as the senior seminar. The program further strengthens the public administration focus by requiring students to use elective spaces to take courses in human resources management, financial and organizational management, public speaking, public relations, and business. For specific courses, see the current Public Administration Bulletin.

International Studies with a Major in Government or History (CIP 45.0901)

The program in International Studies adapts the Government major by requiring that more of the required 37 semester hours of government or history courses focus on U.S. foreign policy, comparative foreign governments, international relations, and area studies and that students complete Government 471 (Government) or History 451 (History) as the senior seminar. In addition, the program uses elective spaces to give students additional work in foreign languages, international economics, and comparative economic systems. For specific courses, see the current International Studies Bulletin.

Requirements for a B.A. in Political Economy (CIP 45.1003)

Political Economy is an interdisciplinary major leading to a B.A. degree that combines the study of economics, business, politics, and government. This approach can provide you with a background that is both broad-based, and directly applicable to a variety of careers. Political Economy encompasses a discipline with a rich tradition. Political economists—from Adam Smith and Karl Marx to Milton Freedman and John Maynard Keynes—have long been at the center of public policy debates and decisions world wide. The major combines the strengths of business, economics, and political science. Twenty courses (60 credits) of specific focus are required. See the current course bulletin for specific courses.

Requirements for a B.A. in Criminal Justice Administration (CIP 43.0104)

Students who wish to acquire a Bachelor of Arts in Criminal Justice must complete at least 25 credits in Criminal Justice courses, as well as at least 12 hours in Government courses (229, 230, 260 and 339). In addition, students must complete 24 hours of suggested electives in consultation with their advisor.

This curriculum is basically for those who wish to major in Criminal Justice without having the advantage of technical school background, who may wish to strengthen their academic coursework with the possibility of graduate school in mind.

Requirements for a B.A.S. with a Concentration in Criminal Justice (CIP 43.0103)

The Bachelor of Applied Sciences degree is designed to accommodate students who have completed 36 hours of criminal justice courses at a junior college, community college, or technical college and who wish to obtain a bachelor's degree. They may transfer to Campbell University no more than 64 semester hours from any combination of two-year general college, technical college, CLEP, or work-related experiences. All programs considered for transfer must be accredited by the regional accrediting agency.

The concentration in Criminal Justice coincides with existing programs already underway in community colleges and technical colleges. The student normally would complete a two-year program in criminal justice and then transfer to Campbell. For specific courses, see the current Criminal Justice Bulletin.

Requirements for a Minor in Criminal Justice Administration

Students pursuing a minor in Criminal Justice Administration must complete with a "C" average or better, 24 semester hours including: Crim 231, Crim 232, Crim 440, Govt 229 and Govt 230. The remaining courses are to be selected from specific set of courses listed on the Criminal Justice Administration Bulletin.

Requirements for a B.S. with a Major in Social Sciences (Concentration in Government) (CIP 45.0101)

Candidates must complete, with a "C" average or better, at least 54 semester hours in the social sciences distributed as follows: 24 hours in government; 12 hours of history (111-112, 221-222); and six hours each in economics, geography, and sociology. Those government courses must include Government 229, Government 230, and one course of three of the four following areas: public policy and administration, international studies, political thought or constitutional development. See the current Social Science (Government) Bulletin for specific requirements.

Requirements for High School Teacher Certification in Social Studies (CIP 13.1318)

Students majoring in either Government or Social Sciences (Concentration in Government) who desire certification to teach social studies in North Carolina secondary schools must complete, with a "C" average or better, at least 24 semester hours in government, 12 semester hours in history, and 6 semester hours each in economics, geography, and sociology. For specific courses, candidates should consult the appropriate departmental bulletin and the School of Education.

Double Major

Along with guidelines set forth in this catalog in the Chapter entitled "Academic Programs and Regulations", students wanting to pursue two majors must choose a "governing" major and meet the additional requirements of: (1) maintaining a 3.0 average and (2) taking the Seminar for the "governing" major, and possibly an additional seminar depending on the adopted curriculum (See your advisor).

Government Course Listing (GOVT 000)

229 The National Government (3)

This general introduction to the study of American government focuses on the federal level with special attention to the framing of the U.S. Constitution, the general organization and functioning of the national government, the nature of federalism, political parties, elections, and current issues of public policy at the national level. (Prerequisite for most government courses.)

230 State and Local Government (3)

This course gives special attention to federal-state relations and to the workings of state government in policy areas such as taxation, budgeting, and education. The politics of state government are closely examined. Local government is considered, but to a lesser degree. Prerequisite: Government 229.

232 State Legislative Politics (3)

This independent course teaches the legislative process while preparing student-delegates for the convocation of the North Carolina Student Legislature held annually in Raleigh. Students are required to gain a working familiarity with Robert's Rules of Order, participate in the research and writing of the bill(s) to be introduced at the state meeting, and (for full credit) write a formal policy position paper. (Registration is by approval of the professor.)

260 Scope and Methods of Political Science (3)

An introduction to theory, hypothesis generation, data collection, data analysis, computer usage, and research methods of political science. This course culminates with student preparation of a research project or grant proposal. Prerequisites: Government 229, Math 160.

322 Latin America: An Area Study (3) (Hist 322)

A historical survey of the society, culture, and politics of the principal Latin American nations in the 20th century. The course will emphasize the national period and the intellectual, political, international, economic, and social course of contemporary Latin American history. Prerequisites: Government 229, History 112.

334 Public Budgeting (3)

An in-depth study of public finance and budgeting, its application, systems, and impact. Prerequisite: Government 229, Govt 230.

335 Congress and the Presidency (3)

This course analyzes two of the major branches of our national government in terms of their structure, motivations, and processes, placing them within the context of the American political system. Prerequisite: Government 229

336 American Political Parties (3)

The main topics considered are the origins and development of American political parties, their functions, organizations, regulations, campaign methods, and conduct of elections. Prerequisite: Government 229.

337 Municipal Government (3)

The history, organization, and administration of American municipal corporations are studied in some detail. Special attention is given to intergovernmental relations and the current concerns of metropolitan governance. Prerequisite: Government 230.

338 Introduction to Public Administration (3)

This course explores philosophies and processes of administration of public and quasi-public organizations as they manifest themselves in the American bureaucratic structure. Detailed attention will be given to identifying those tasks best accomplished by the public sector, the problems of organizing and staffing government agencies, the efforts to keep governmental agencies politically accountable, and the means and mechanisms for implementing governmental decisions. Prerequisites: Government 229 and 230.

339 Ethics in Government (3)

This course will help students better understand the ethical and moral dilemmas pressed upon government in today's society. The most notable approaches to ethics, values, and morality in government by prominent theorists in the field will be studied. Important concepts will be examined, such as administrative responsibility, mental attitudes, public interest, personal codes, paradoxes of procedure, and ethical and moral value systems. Prerequisites: Government 229 and 230.

340 Introduction to Public Policy (3)

This course inquires into the nature of the public policy-making process as it reveals itself in the initiation, formulation, and implementation of policy. Students will also analyze and evaluate selected national policies while examining and utilizing various analytical approaches. Prerequisites: Government 229 and 230.

343 Introduction to Comparative Foreign Government (3)

This course introduces students to the recent histories, political cultures, government structures, political processes, and current situations of selected democratic, totalitarian, and developing countries. Prerequisite: Government 229.

345 International Relations (3)

An introduction to politics among nations. Emphasizing the historical development of the international state system, this course focuses on the problems of war, development, and trade in the international system, while also including some attention to international organizations and international law. Prerequisite: Government 229.

346 Imperialism: Its History and Politics (3) (Hist 346)

A survey of world history with a focus on the rise of European imperialism and neocolonialism in the mid-19th century and the resurgence of independence from European control after World War II. Prerequisites: Government 229 and History 111-112.

351 South Asia: An Area Study (3) (Hist 351)

An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma with particular emphasis on India, Pakistan, and Bangladesh. Attention will also be devoted to Indian and Muslim influences on Southeast Asia. Prerequisites: Government 229 and History 111-112.

352 East Asia: An Area Study (3) (Hist 352)

An introductory survey of the recent history of the culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and contemporary issues of China and Japan. Prerequisites: Government 229 and History 111-112.

353 Africa: An Area Study (3) (Hist 353)

A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis will be on the period from the mid-19th century to the present with a special focus on current economic, social, and political problems. Prerequisites: Government 229 and History 111-112.

354 Southeast Asia: An Area Study (3) (Hist 354)

An introductory survey of the recent history, culture, and political institutions of Southeast Asia. Imperialism and twentieth century conflicts will receive particular attention. Prerequisites: Government 229 and History 111-112.

357 The Middle East and North Africa: An Area Study (3) (Hist 357)

An introductory survey of the recent history, culture, and political institutions of this predominantly Islamic area. Particular emphasis will be placed on those political developments since the mid-19th century that help explain the current problems of the countries in this area. Topics to be covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism. Prerequisites: Government 229 and History 111-112.

402 American Economic History (3) (Hist 402)

This course traces the evolution of the economy of the United States, which it analyzes in terms of developments in agriculture, commerce, and industry, with particular emphasis on technology and the changing role of government. Special attention is given to the rise of modern corporations. Prerequisites: Hist 221, 222.

403 History and Politics of International Economic Relations (3) (Hist 403)

This course will investigate at the international level the interaction of political and economic factors in the creation and distribution of wealth and power. Adopting a historical approach, the course will examine the forces and trends involved in the emergence of today's global political economy and then turn to current issues, including production, trade and protectionism, monetary and financial relations, and problems of economic development and environmental degradation. Prerequisites: Hist 112, Govt 345.

441 Organization Theory (3)

This course enables students to increase their understanding of how organizations can more effectively meet their objectives. Several major concepts will be examined, clarifying how organizations work and what alternative organizational strategies and

structures exist. The concepts of power, resource allocation, work environment, and goals will be closely examined. Prerequisite: Government 338 or 340.

443 Medieval Political Thought (3) (Hist 443 and Phil 443)

A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There is some analysis of Muslim and Jewish thinkers as well. Prerequisites: Government 229 and History 111.

445 Modern European Political Thought (3) (Hist 445 and Phil 445)

This course analyzes the main currents of European political thought in terms of their historical setting and philosophical background. Prerequisites: Government 229 and History 111-112.

446 American Political Thought (3) (Hist 446)

The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background. Prerequisites: Government 229 and History 221-222.

447 Ancient Political Thought (3) (Hist 447 and Phil 447)

A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: Government 229 and History 111.

448 Twentieth-Century American Foreign Policy (3) (Hist 448)

This course examines the origins, formulation, and implementation of American foreign policy in the 20th century. Prerequisites: Government 229 and History 222.

449, 450 The Development of the American Constitution (3, 3) (History 449, 450)

This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American constitutionalism today. Prerequisites: Government 229 and History 221 or 222, as appropriate.

451 Seminar on Constitutional Law (4)

This seminar requires students to make a detailed examination of the Supreme Court's landmark cases and their implications. Prerequisite: Government 449 or 450 and approval of the instructor.

458 Mock Trials (1) (Hist 458)

This course will provide students with the fundamentals of court room proceedings. This will occur in conjunction with the annual Mock Trials case analysis and team development activities.

459 Contemporary Issues and Conferences (1-3) (Hist 459)

This course is designed to encourage student participation in such programs as the

Model United Nations, model Arab League, and other intercollegiate conference activities and special programs of study. A student must secure the permission of the instructor in order to enroll in Government/History 459.

460 Special Topics (3)

Special Topics is a tutorial course established at the request of the student and faculty member when special needs or circumstances require examination of subject matter not otherwise included in the academic program. (By arrangement with the instructor.)

461 Seminar in Public Administration (4)

This seminar will allow students to integrate concepts and theories they have learned from earlier policy and administration courses as they complete an extensive case of study of some particular governmental policy area. This will include reading several well-known public administration theorists as well as criticism and analysis of research presented to the class. Prerequisites: Government 338 or 340, 441, and Senior status, with permission of the instructor.

471 Seminar in International Studies (4)

An in-depth examination of fundamental questions in international relations. These include causes and effects of armed conflict, both among and within states, the interaction of political and economic factors in shaping the international system, and the tension between economic development and environmental degradation at the global level. Students will write a seminar paper focusing on a selected aspect of these themes. Prerequisite: Permission of the instructor.

Criminal Justice Administration Course Listing (CRIM 000)

231 Introduction to Criminal Justice (3)

This is a survey course designed to acquaint students with institutions and processes of criminal justice – police, courts, and corrections.

232 Introduction to Criminology (3)

This course will provide an in-depth consideration of criminality, including the etiology (origin) of crime, and the extent and nature of crime within society (particularly American society). Theories of criminality and victimization will be reviewed, as well as societal reactions to criminality. Prerequisites: None.

360 Criminal Justice Administration (3)

This course introduces students to issues involved in criminal justice administration, including awareness of how CJ organizations function within the system, the impact of politics and government on CJ operations, and the importance of fair and humane treatment during the administration of justice. Prerequisite: (Crim 231).

361 Criminal Law (3) (Govt 361)

Students are introduced to constitutional, criminal, and tort law as it is applied to the provision of justice in America. Prerequisite: Crim 231 and Govt 229.

362 Juvenile Justice (3)

This course is intended to acquaint students with theory, approaches and processes inherent in the juvenile justice system in the United States. Prerequisite: Crim 231.

430 Correctional Philosophies and Issues (3)

An in-depth survey of correctional philosophies and issues, including discussion of how philosophies have been translated into policies that favor incarceration. The impact of societal structures, organizations, and beliefs will be discussed in relation to the formulation and execution of correctional philosophies. Prerequisites: Crim 231 and Crim 360, or permission of instructor.

440 Theory of Justice (3)

This course will give students an understanding of the major controversies and applicable theories surrounding the field of criminal justice. Included will be an analysis of policy development as well as a focus on particular criminal justice issues. Prerequisites: Crim 231 or Crim 232.

454 Internship (3)

An internship is a supervised work experience with selected law firms, law enforcement agencies, correctional agencies, or non-profit organizations, designed to give students actual experience in a particular area of criminal justice. (Open only to Criminal Justice majors with approval of the professor.)

481 Seminar in Criminal Justice (4)

Students will use theoretical perspectives from criminology and related areas to formulate a policy-related question pertaining to the study of crime, criminality, and responses to crime and criminality. The student will develop a research paper around the selected issue, using concepts, theories, and skills developed in previous classes. Prerequisite: Crim 231 or Crim 232, Crim 440, Govt 260 and Senior Status.

■History and Geography

Professors: Dr. Barge, Dr. Sellers (Chairman)
Associate Professors: Dr. Martin, Mr. Tuck, Dr. Johnson
Assistant Professors: Dr. McNair, Dr. Pruitt
Part-time and Adjunct Professors: Dr. Faulkner, Dr. Kelly, Mr. Lloyd, Dean Melvin, Mr. Nathaniel, Mr. Slattery, Mr. Stephens

Requirements for a Major in History (CIP 45.0801)

Candidates for the major in History must, in addition to the general curriculum, complete at least 37 semester hours in history with a "C" average or better, to include History 111-112, History 221-222, History 441, History 451, and at least six credit hours of upper-division (300 and 400) courses in each of the following three areas: European history; United States history; and Non-Western history. Candidates must, in addition, complete the following related courses: Government 229, Economics 223 and 224 (American Economic History may be substituted for the latter), and Geography 114. History majors should fulfill the college mathematics requirement by taking CIS 125 (or Govt 260, or Phil 221) and Mathematics 160. See the current History Bulletin for specific requirements.

Requirements for a Minor in History

Students pursuing a minor in history must select a focus and complete, with a "C" average or better, a minimum of 24 semester hours of history courses, including History 111, 112, 221, and 222. Those pursuing a minor in history must also focus at least 6 semester hours on upper-division (300 and 400 level) courses in one of three areas: U.S. history; European history; Non-Western history.

Pre-law with a Major in History or Government (CIP 22.0102)

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. Campbell University's Department of Government and History has a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all of the college requirements for a bachelor of arts degree and gives the student a major in government (political science) or history. The program, which is broad enough to give students the specific courses needed to prepare them for the study of law, includes United States and British history, political thought, economics, accounting, data processing, logic, national and state government, speech, sociology, psychology, and constitutional history and law. To meet the foreign language requirements, pre-law students are encouraged, but not required, to take Latin.

While the program is broad and diverse, no one course alone is vital. It is the combination of courses that is the important. For the specific courses required of each

student, consult with the Chairman of the Department of Government and History or see the current History Pre-law Bulletin.

International Studies with a Major in History or Government (CIP 45.0901)

The program in international studies adapts the history major by requiring that more of the required thirty-seven semester hours of government or history courses focus on U.S. foreign policy, comparative foreign governments, international relations, and area studies and that students complete Government 471 (Government) or History 451 (History) as the senior seminar. In addition, the program uses elective spaces to give students additional work in foreign languages, international economics, and comparative economic systems. For specific courses, see the current International Studies Bulletin.

Requirements for a B.S. with a Major in the Social Sciences (Concentration in History) (CIP 45.0101)

The candidate must complete, with a "C" average or better, at least 48 semester hours in the social sciences distributed as follows: twenty-four hours in history; six hours each in economics, sociology, geography, and government. In addition to History 111, 112, 221, and 222, the 24 hours of history must include at least 12 semester hours of upper-division (300 and 400 level) courses, at least 3 hours in each of: U.S. history; European history; Non-Western history. See the current Social Science (History) Bulletin for specific requirements.

Requirements for Teacher Certification in Social Studies (CIP 13.1318)

Students majoring in either history or the social sciences (history), who desire certification to teach social studies in the secondary schools of North Carolina, must complete, with a "C" average or better, at least twenty-four semester hours in history and 6 semester hours in economics, geography, government and sociology. For the specific courses required, the candidate seeking certification should consult both the appropriate departmental bulletins and the School of Education. All prospective teachers must possess a 2.5 average overall in order to be admitted into the teacher education program.

Double Major

Along with guidelines set forth in this catalogue in the Chapter entitled "Academic Program and Regulations," students wanting to pursue two majors must choose a "governing" major and meet the additional requirements of: (1) maintaining a 3.0 average and (2) taking the Seminar for the "governing" major, and (3) possibly an additional seminar depending on the adopted curriculum (See your advisor).

Geography Course Listing (GEOG 000)

113 Introduction to Geography (3)

A survey of the natural landscape and the forces acting upon it. Introduction to

geological and meteorological processes affecting the earth. An introduction to the political, economic, and social changes influenced by geographic movements.

114 World Regional Geography (3)

The basic objective of this course is to analyze various world regions with respect to the influence of physical and cultural environments in both spatial and temporal context.

History Course Listing (HIST 000)

111, 112 Western Civilization (3,3)

This survey of Western Civilization from ancient times to the present also gives attention to the origins of civilization and relations between the Western and non-Western areas of the world.

Hon 201, 202 (3,3)

Honors 201 will operate as a western world survey from antiquity to 1500. Professors will use a series of primary texts which are representative of changes in intellectual history over this period. Using the "great books" approach, Honors 201 and 202 will introduce the history of western thought and civilization to Honors Program students through original works (in modern translation). It will also emphasize the development of Christianity within the history of western culture and thought. If anthologies are used, they will be used only for background material and as supplements. Honors 201 will have a historical framework, but it will also give consideration to developments in the arts and sciences as well.

221, 222 United States History (3,3)

With special attention to the development of national politics and governmental institutions, the growth of the nation's economy, the American diplomatic tradition, and the evolution of American society, this course surveys United States history from the early American pre-colonial period to the present. Prerequisites: History 111-112.

230 Sports History (3) (Exer230)

The history and development of American sports programs and events from early America through the current period. Prerequisites: Hist 111,112.

310 The American Military Experience (3) (MSci 310)

This survey of American warfare and military institutions gives particular emphasis to grand strategy, theater-level operations, civil-military relations, technological development, military leadership, and the impact of war on American society. Prerequisites: History 111-112; History 221-222 recommended.

322 Latin America: An Area Study (3) (Govt 322)

A historical survey of the selected Latin American nations through the 20th century, the course will emphasize the national period and the intellectual, political, social,

international, and economic course of contemporary Latin America. Prerequisites: Government 229 and History 112.

325 History of Germany (3)

A historical survey of early and modern Germany, its changes with regard to culture, economy, society, and political systems. Prerequisites: Hist 111-112.

331 History of North Carolina (3)

With an eye to meeting the special needs of those seeking teacher certification, this course surveys the state's political and economic history from the earliest colonial beginnings to the present. Prerequisites: History 221-222.

332 North Carolina: Its Geography and People (3)

With an eye toward meeting the special needs of those seeking teacher certification, this course examines in depth the geography and social history of North Carolina. Prerequisites: History 221-222.

334 American Christianity (3) (Relg 334)

A study of the history, ideas, and influences of Christianity in America. Prerequisites: History 221-222.

336 General Church History (3) (Relg 336)

Historical study of the major movements and ideas in the church. Prerequisites: History 111-112.

340 Ancient Greece and Rome (3)

A survey of ancient Greece and Rome and their great traditions of democracy, monarchy, philosophy, art, architecture and drama. We study the development of Greek civilization, from the rise of the city-state system, the golden age of Athens and Sparta, concluding with the Greek Empire created by Alexander the Great. We also study the formation of the Roman Republic, its conquest of Mediterranean world, its ultimate collapse and the rise of the Roman Empire. Prerequisites: History 111-112.

342 Eastern Europe: An Area Study (3) (Govt 342)

A survey of both the recent history, culture, and politics and the political institutions and processes of eastern Europe and the Soviet successor states. Prerequisites: Government 229 and History 111-112.

343 Medieval England (3)

This survey of the history of the British Isles from the earliest times to around A.D. 1307 gives particular emphasis to English constitutional history from 500 to 1307. Prerequisites: History 111-112.

344 Stuart England (3)

This survey of English history during the time of the Stuarts (1603-1714) emphasizes the constitutional struggles of that period. Prerequisites: History 111-112

346 Imperialism: Its History and Politics (3) (Govt 346)

A survey of world history with a focus on the rise of European imperialism and neo-colonialism in the mid-19th century and the resurgence of independence from European control after World War 11. Prerequisites: Government 229 and History 111-112.

350 Renaissance and Reformation (3)

A survey of these two movements that dramatically altered the course of Western History and mark the transition from the Middle Ages to the Early Modern Period. We study the intellectual history of these movements, as well as the political and economic changes of the age, and the tremendous religious upheavals of the sixteenth century. Prerequisites: History 111-112.

351 South Asia: An Area Study (3) (Govt 351)

An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma, with particular emphasis on India, Pakistan, and Bangladesh. Attention will also be devoted to Indian and Muslim influences on Southeast Asia. Prerequisites: Government 229 and History 111-112.

352 East Asia: Area Study (3) (Govt 352)

An introductory survey of the recent history of the culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and contemporary issues of China and Japan. Prerequisites: Government 229 and History 111-112.

353 Africa: An Area Study (3) (Govt 353)

A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis will be on the period from the mid-19th century to the present, with a special focus on current economic, social, and political problems. Prerequisites: Government 229 and History 111-112.

354 Southeast Asia: An Area Study (3) (Govt 354)

An introductory survey of the recent history, culture, and political institutions of Southeast Asia. Imperialism and twentieth century conflicts will receive particular attention. Prerequisites: Government 229 and History 111-112.

357 The Middle East and North Africa: An Area Study (3) (Govt 357)

An introductory survey of the recent history, culture, and political institutions of this predominantly Islamic area. Particular emphasis will be placed on those political developments since the mid-19th century that help explain the current problems of the countries in this area. Topics to be covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism. Prerequisites: Government 229 and History 111-112.

359 American Colonial History (3)

Beginning with the voyages of discovery and ending with the Critical Period, this course emphasizes the development of political, economic, and social institutions and the individuals who helped to shape them. Prerequisite: History 221.

360 The Revolutionary Period in American History (3)

This course begins in 1763 with the end of the French and Indian War and goes through the Battle of New Orleans, 1815. This course is intended to be an in-depth study of the political, social, and economic changes that took place in the country during this period. The lives of some leading personalities of the period will be examined. Prerequisite: History 221.

362 The Old South (3)

This course examines the social, economic, and political history of the South from colonial settlements through the end of the Civil War. Prerequisite: History 221.

363 The Civil War (3)

This course examines the Civil War - reconstruction period from political, social and economic perspectives.

364 The New South (3)

A survey of the economic, social, and political development of the Southern region since 1870. Prerequisites: Hist 221-222.

400 Early Modern Europe—1648 to 1815 (3)

A survey of European History from the Treaty of Westphalia to the end of the Napoleonic era, with special attention paid to the major developments of the time, including the Revolution in England, Louis XIV, Old Regime Europe, the Enlightenment, the French Revolution and the rise and fall of Napoleon. Prerequisites: History 111 - 112.

401 Twentieth-Century Europe (3)

A survey of the causes and events of the two World Wars is followed by an in-depth study of postwar Europe and its progress toward economic and political union. Research projects are focused on important individuals in the period. Prerequisite: History 112.

402 American Economic History (3) (Govt 402)

This course traces the evolution of the economy of the United States, which it analyzes in terms of developments in agriculture, commerce, and industry, with particular emphasis on technology and the changing role of government. Special attention is given to the rise of modern corporations. Prerequisites: History 221-222.

403 History of Politics of International Economic Relations (3) (Govt 403)

This course will investigate at the international level the interaction of political and economic factors in the creation and distribution of wealth and power. Adopting a historical approach, the course will examine the forces and trends involved in the

emergence of today's global political economy and then turn to current issues, including production, trade and protectionism, monetary and financial relations, and problems of economic development and environmental degradation. Prerequisites: Hist 112, Govt 345.

433 The United States in the 19th and 20th Centuries (3)

This colloquium reviews the 19th century sectional crisis, the continuity of the nation's 19th-century development, the period from the Age of Jackson to the Populist Revolt, as well as the period from Progressivism to the Great Society, examining topics selected from the principal economic, social, and political developments that have shaped the history of the United States in the 19th and 20th centuries. Prerequisite: History 221,222.

441 Western Europe: An Area Study (3)

A survey of the recent history, culture, and politics and the politics of Western Europe. Prerequisites: Government 229 and History 111-112 (is to be taken prior to the seminar in History, Hist 451).

443 Medieval Political Thought (3) (Govt 443 and Phil 443)

A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There will be some analysis of Muslim and Jewish thinkers, as well. Prerequisites: Government 229 and History 112.

445 Modern European Political Thought (3) (Govt 445 and Phil 445)

The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. Prerequisites: Government 229 and History 112.

446 American Political Thought (3) (Govt 446)

The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical and philosophical background. Prerequisites: Government 229 and History 221-222.

447 Ancient Political Thought (3) (Govt 447 and Phil 447)

A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: Government 229 and History 111.

448 American Foreign Policy in the Twentieth Century (3) (Govt 448)

This course examines origins, formulation, and implementation of American foreign policy in the 20th century. Prerequisites: Government 229 and History 222.

449-450 The Development of the American Constitution (3,3) (Govt 449-450)

This account of the living Constitution traces practices, customs, traditions, and

fundamental legal ideas in their historic setting as they make up the body of American constitutionalism today. Prerequisites: Government 229 and History 221 or 222, as appropriate.

451 Seminar: Historiography and Historical Writing (4)

The course combines readings from several well-known modern historians with research, writing, and extensive criticism of papers produced by members of the seminar. Required of all history majors. (Approval of the instructor is required, plus History 111-112 and 441.)

453 Methods of Teaching Social Studies (1.5)

A study of the methods of teaching social studies in the secondary school, this course places emphasis on the practical development of useful teaching materials. (Restricted to students seeking North Carolina teaching certification.)

454 Internship (3)

The internship program is a supervised work experience with selected public or private agencies, museums, archives, or similar institutions and activities with a historical purpose. (Open only to History majors with approval of the professor.)

459 Contemporary Issues and Conferences (1-3) (Govt 459)

This course is designed to encourage student participation in such programs as the Model United Nations, Model Arab League, and other intercollegiate conference activities and special programs of study. A student must secure the permission of the instructor in order to enroll in Government/History 459.

460 Special Topics (3)

Special Topics is a tutorial course established at the request of the student and an agreement with a faculty member when special needs or circumstances require presentation of subject matter not otherwise included in the academic program. (By arrangement with the instructor).

■Mass Communication

Professor: Mr. Ensley (Chairman)
Associate Professor: Ms. Ross
Assistant Professor: Mr. Carvalho
Adjunct Instructors: Mr. Autry, Mr. Baez, Mr. Bowman, Mr. Carpenter, Mr. Cordle, Ms. Holder, Mr. Lippard, Ms. Lippard, Ms. Masley, Mr. Mitchell, Ms. Surles

The Department of Mass Communication prepares students for careers in broadcasting, public relations, advertising, and print journalism. The professional curriculum concentrates on the development of practical skills needed for success in the mass media industries. The curriculum emphasizes production, management, and writing skills. In addition, the department offers courses in photography, internet research, animation, web-page design, and multimedia production.

Requirements for a Major in Mass Communication

Mass Communication majors specialize in one of four areas or sequences: broadcasting (radio and television), public relations (internal and external), advertising (account services and creative services), or print journalism (newspaper and magazine). In addition to the requirements outlined below, each mass communication major must pass a competency test before graduation.

Broadcasting (Production, Performance, and Management) (CIP 09.0701)

Core: COMM 200, 210, 217/340, 320 or an approved speech course.
Ethics Segment: RELG 224 (Replaces one-half of the general religion requirement.)
Management Segment (one of the following courses): COMM 330, 333, or 334
Production Segment (one of the following courses): COMM 322 or 324/324L.
Practicum Segment: Five hours of practicum credit, including a minimum of two hours from COMM 481/482/483 and a minimum of three hours from COMM 465/466/467.
Electives Segment: Seven hours of approved mass communication electives.
Cognate Segment: Complete two advanced mass communication courses or other courses in designated subject areas. *The Broadcast Curriculum Guide* includes a complete list of approved cognate courses.

Public Relations (CIP 09.0501)

Core: COMM 200, 211, 320 or an approved speech course, and 341.
Ethics Segment: RELG 224. (Replaces one-half of the general religion requirement)
Management Segment: (One of the following courses) COMM 331, 333, or 335.
Production Segment: (One of the following courses): COMM 322, 324/324L, 357, 358.
Practicum Segment: Five hours of practicum credit, including a minimum of two hours from COMM 352, 460, 461, and a minimum of three hours from COMM 465/466/467.
Electives Segment: Seven hours of approved mass communication electives.
Cognate Segment: Complete two advanced mass communication courses or other

courses in designated subject areas. *The Public Relations Curriculum Guide* includes a complete list of approved cognate courses.

Print Media (CIP 09.0401)

Core: COMM 200, 212, 320 or an approved speech course, and 342.

Ethics Segment: RELG 224 (Replaces one-half of the general religion requirement.)

Management Segment: COMM 332.

Production Segment: (One of the following courses) COMM 321, 325, 328, 357, 358.

Practicum Segment: Five hours of practicum credit, including a minimum of two hours from COMM 460, 461, 471, 472, 473, and a minimum of three hours from COMM 465, 466, 467.

Electives Segment: Seven hours of approved mass communication electives.

Cognate Segment: Complete two advanced mass communication courses or other courses in designated subject areas. *The Print Media Curriculum Guide* includes a complete list of approved cognate courses.

Advertising (CIP 09.0201)

Core: COMM 200, CADV 213, BADM 442, CADV 251, ECON 223 or 224 (Replaces one-half of social science requirement).

Ethics Segment: RELG 224 (Replaces one-half of religion requirement.)

Production Segment: (Two of the following courses) ART 101, 102, 206, 207, COMM 322, 324/324L, 357, 358.

Practicum Segment: Five hours of practicum credit, including a minimum of two hours from COMM 352, 460, 461, and a minimum of three hours from COMM 465, 466, 467.

Electives Segment: Seven hours of approved CADV electives.

Cognate Segment: Complete two advanced mass communication courses or other courses in designated subject areas. *The Advertising Curriculum Guide* includes a complete list of approved cognate courses.

Requirements for a Minor in Mass Communication

A minor in mass communication requires the completion of a sequence core and twelve additional hours of approved courses in that sequence.

Mass Communication Course Listing (COMM 000)

050 Introduction to Computer Communication (1)

These small group lessons offer students and faculty members an opportunity to learn the basics of computer communication, word processing and desktop publishing. Specifically, the course will cover the following topics: an introduction to MSDOS operating system, use of the Windows operating environment, word processing and an introduction to desktop publishing. Students successfully completing this course will earn one hour of credit. Registration requires the permission of the department chairman.

100 Writing for the Mass Media (3)

This course is designed to help students master the fundamentals of writing for the mass media, and includes instruction in grammar, spelling, punctuation and word usage. Writing for the media differs from other forms of conventional writing.

This course is devoted to helping students understand the power of language by focusing on sentence structure and emphasizing clarity, conciseness and unity.

Students who have experienced difficulties in other mass communication writing courses, or who made less than a "B" in English 101/102 are strongly encouraged to take COMM 100. (A lab fee is required.) Registration requires the permission of the department chairman.

114 Oral Interpretation (3)

Techniques and practice of the oral presentation of prepared works. Emphasis is on gaining the dramatic value from such works as well as improving vocal techniques.

120 Basic Radio Station Operation (2)

This course prepares students for entry-level positions with WCCE-FM. The course will cover applicable Federal Communications Commission regulations, board operation, production skills, announcing, and transmitter operation.

125 Announcing I (2)

This course is designed to train students in the basics of broadcast announcing. The course will cover announcing skills and production. At the end of this training program, the student should be able to announce and produce a basic newscast and music program.

126 Announcing II (2)

This course builds on the skills developed in Announcing I. During the course the students will learn how to produce and announce a public affairs program and a complex music program. The areas covered include voice-overs, segues, editing, and special effects. Prerequisite: 125.

130 Sports Reporting (3)

This course is designed to train students in the basics of broadcast sports reporting. The course will cover sports gathering/writing, sports presentation skills, sports production and sportscast production. At the end of this course, the student should be able to locate and cover local and campus sports events, write original sports stories, conduct/produce an interview, and assist in the production of a game broadcast.

200 Introduction to Mass Communication (3)

This course examines the origins and structures of the mass media, their roles in society, and selected theories of mass communication. This course is a prerequisite for COMM 210, 211, 212, 241, and CADV 213.

210 Introduction to Broadcasting (3)

A study of radio and television which includes the history of the industries, programming, sales, management and regulation. The course also covers the operation of basic broadcast equipment. This course is a prerequisite for all other broadcast courses. Prerequisite: 200.

211 Introduction to Public Relations (3)

Introduces students to the body of knowledge underlying the public relations process, explores the role of public relations in contemporary American society, and examines both the job skills utilized in the field and the job assignments of public relations professionals. This course is a prerequisite for all other public relations courses. Prerequisite: 200.

212 Introduction to Print Media (3)

This course emphasizes the basic skills of journalism. Through a variety of practical exercises, students are taught to recognize, understand, and write news. The Associated Press Stylebook is emphasized. This course is a prerequisite for all other print media courses. (A lab fee is required.) Prerequisite: 200.

213 Introduction to Film Studies (3)

This course is an introduction to film and the film industry. The course includes an examination of film aesthetics, the role of the motion picture in society, film as literature, and the motion-picture production process.

214 Introduction to Photography (3)

The course introduces the student to the basics of 35mm photography. The course will examine camera and film basics, shooting, lighting, production, and the development of 35mm film. Students must provide their own 35mm SLR camera. This course is a prerequisite for all other photography courses. (A lab fee is required.) While any student may take this course, registration requires the permission of the department chairman.

215 Introduction to Publicity and Promotion (3)

Managers of advertising, sales promotion, personal selling, and public relations have been seperated by organization, philosophy, and budget. Yet all are engaged in communicating marketing messages to customers and potential customers. The course will emphasize planning and strategy, and how to effectively incorporate promotional tactics to meet organizational, marketing, and sales objectives. This course is open to all students. Mass Communication majors may apply this course as a mass communication elective.

216 Introduction to Publicity and Promotional Writing (3)

Many small businesses and nonprofit organizations are unable to employ a full-time public relations director. Consequently, the job of publicity and promotions falls to those with an organization who have no formal training in such areas. This course is

intended for non-public relations majors to acquaint students with how to work effectively with the media and to instruct students on developing basic publicity and promotional communication pieces. This course is open to all students. Mass communication majors may apply this course as a mass communication elective.

217 Introduction to Broadcast Writing (3)

This course will examine the process used in all aspects of broadcast writing: concept development, script/storyboard preparation, aural and/or visual production and post production, message propagation, and percipient evaluation. While various types of broadcast writing (commercial copywriting, promotional copywriting, episodic treatments, long-form scripts, news stories, etc...) require very different formats and writing styles, all forms of broadcast writing follow the same "concept to production to evaluation" process. Accordingly, students will apply this process throughout the course. This course is designed for those broadcast majors who do not intend to pursue careers in broadcast news journalism. Students who do intend to pursue careers in broadcast news journalism should complete ***Comm 340***.

241 Introduction to Professional Writing (3)

This course focuses on the basic principles that govern all professional writing. Students will be exposed to methods and techniques of using these principles effectively. They will practice using these principles to meet the professional demands of writing for the print media. This course is a prerequisite for all other professional writing courses. (A lab fee is required.) Prerequisite: 200.

250 Issues and Ethics in Mass Communication (3)

Examines some of the major issues faced by professionals in the mass media industries. The issues covered include obscenity, regulation, public service, media ownership, and ethical codes. Prerequisite: 200.

320 Speech for Radio and Television (3)

This practical course examines the skills needed for a position as a radio announcer and television reporter/anchorperson. The areas of study include announcing techniques and camera presence. Prerequisite: 200.

321 Reporting (3)

This course emphasizes the basic skills needed in entry-level reporting positions with newspapers. The areas covered in the course include information gathering, news judgment, documentation, and news writing. (A lab fee is required.) Prerequisite: 212.

322 Radio Production (3)

Among the subjects covered in this course are equipment operation, field and studio recording, editing, and production techniques. The students are required to produce a variety of radio programming elements. Prerequisite: 200.

324 Television Production (3)

This course examines the basic elements of television production: the principles of videography, camera operation, lighting, audio, and production management. Students must take COMM 324 and COMM 324L during the same semester. Registration requires the permission of the professor.

324L Television Production Lab (Credit included in Comm 324)

During the lab sessions, the students work with studio cameras, audio equipment, lighting grid, switcher, VCRs, and character generator to produce a variety of video programs. Students must take COMM 324 and COMM 324L during the same semester.

325 Features (3)

Examines the special requirements of magazine and newspaper feature writing. The course includes the recognition, shaping, reporting, and writing of feature ideas in a publishable form. (A lab fee is required.) Prerequisites: 212 and 342.

326 Photojournalism (3)

This course explores the theory and practice of producing news events and feature photographs. Special attention is paid to news gathering, composition, working under difficult situations, and ethics. Students must provide their own 35mm SLR camera. (A lab fee is required.) Prerequisite: 214.

328 Copy Editing (3)

This practical course is designed to teach students basic copy editing skills. Students are taught news judgment, proofing, copy correction, headline writing, and the other functions of the copy desk. Prerequisites: 212 and 342.

329 On-Line Mass Communication (3)

This course will acquaint students with the various implications of the Internet as the newest mass medium. Students will learn how media outlets, both print and broadcast, are using the Internet and what makes for successful, popular media Web sites. They will also learn how the Internet is evolving as a mass medium, much the same way other media technologies have diffused throughout society.

330 Broadcast Management (3)

This course examines the various aspects of a broadcast manager's job: budgeting, employee management, government regulation, and planning. The course culminates in the development of a management plan for a local station. Prerequisite: 210.

331 Public Relations Management (3)

This course examines the responsibility of managing a public relations unit or counseling agency and the challenges of functioning in a staff position as a part of organizational management. Considers budgeting and resource management and relationships with suppliers and outside counsel. Prerequisite: 211.

332 Newspaper Management (3)

This course examines newspaper publishing as a business. Through the study of the editorial, advertising, and circulation functions, the students learn the basics of planning and operating a newspaper. Prerequisite: 212.

333 Broadcast Sales and Advertising (3)

Explores the process of planning, creating, and selling broadcast advertising. The course covers salesmanship and the creative and technical production processes. During the course, the students prepare a broadcast sales plan. Prerequisite: 200.

334 Broadcast Programming (3)

Examines the process of programming radio and television stations. Covers formats, programming tactics, scheduling, purchasing, and promotion. The course includes a group television programming project. Prerequisite: 210.

335 Public Relations Campaigns (3)

Study and practice in the process of preparing the public relations campaign including problem/opportunity identification, research, planning, execution, and evaluation. Includes writing and preparation of materials using microcomputer equipment and presentation of campaigns prepared by students. (A lab fee is required.) Prerequisites: 211 and 341.

336 Computer-Based Graphic Design (3)

In this course, students will learn how to use the computer as a graphic illustration and design tool. The course concentrates on the use of the CorelDraw software package. The course will cover logotype design, illustration, graphics, type manipulation, and the creation of original art with the computer. (A lab fee is required.) Prerequisites: 050, 357-358.

337 Advanced Computer Graphic Design (3)

This course builds on the fundamentals of computer-based graphic design covered in Comm 336. The course concentrates on the use of the Adobe PhotoShop software package. This more advanced course emphasizes the use of sophisticated raster-based and vector-based graphic design and illustration programs. The course also explores the appropriate use of special effects, filters, and manipulation techniques in communication of information.

340 Radio and Television News Writing (3)

A study of broadcast news judgment, news gathering techniques, and the process of writing news for radio and television. The course concentrates on the development of news writing skills and style. Students who not do intend to pursue careers in broadcast news journalism should complete ***Comm 217***.(A lab fee is required.) Prerequisite: 210.

341 Public Relations Writing (3)

Study of the reasons for and use of various styles of writing utilized in public relations and intensive writing practice using microcomputers. Course emphasis is on writing skills, style, and grammar. (A lab fee is required.) Prerequisite: 211.

342 Advanced Print Media (3)

This course emphasizes specialized reporting skills and techniques. Students examine issues in public affairs, business, sports and other areas. Students will be exposed to the basics of interpretive, analytical, and investigative reporting. (A lab fee is required.) Prerequisite: 212.

343 Advanced Professional Writing (3)

This course focuses on the following areas of professional writing: perspective, interpretive, editorial, columns, and criticism. The objective is to teach students how to write in these genres with power and authority. (A lab fee is required.) Prerequisite: 241.

345 Mass Media Law (3)

This seminar course examines the legal concepts that shape the development and operation of each mass media industry. Further, the course will explore the legal concepts of greatest concern to professionals in advertising, broadcasting, print media and public relations. Registration requires the permission of the professor.

346 Advanced Television Production (3)

This course builds on the skills developed in the television production class. Through this course the students develop skills in directing and producing a series of commercials, public service announcements, and long form programs, such as newscasts, public affairs programs and entertainment programs. The course emphasizes the use of emerging technologies, such as multimedia systems. (A lab fee is required.) Prerequisite: 324/324L.

347 Advanced Magazine Production (3)

This course builds on the skills developed in the magazine production course. The course examines the management and editorial processes involved in the production of a magazine, and gives the student the opportunity to participate in the creation of more complex magazine projects. The course culminates in the production of a small-format magazine. (A lab fee is required.) Prerequisite: 354.

348 Radio Sales (2)

This course is designed to teach students the fundamentals of radio sales techniques. The campus radio station, WCCE-FM, is the laboratory for this class. After a period of intensive classroom instruction, the students have the opportunity to apply the skills they have learned in a series of applied exercises.

349 Media Research (3)

This course is designed to introduce the students to the practical uses of both

qualitative and quantitative research methods used in the mass media industries. The course includes an examination of secondary and syndicated research such as Nielsen, Arbitron, Simmons, and Burke. Basic statistical procedures and sampling techniques will be introduced.

350 Electronic News Gathering (3)

Through this course, students develop the basic skills required to operate portable television equipment and video editing systems. In addition, the course emphasizes the process of shooting and editing a television news story. (A lab fee is required.) Prerequisite: 324/324L.

351 Advanced Electronic News Gathering (3)

This course builds on the skills developed in the television production and the basic electronic news gathering classes. The students produce specialized television news packages, including features, sports stories and short series. Further, the students learn how to integrate their news packages into a full-length newscast. (A lab fee is required.) Prerequisite: 350.

352 Communication Plus Seminar (1-3)

Through this course, students operate an advertising/public relations agency. The agency offers both creative and account services. The students solicit clients, conduct research and plan and produce advertising and public relations campaigns. The agency's clients have included the admissions office, a fast food chain, a realty company, the registrar s office and various off-campus, non-profit organizations. Students must apply for admission to this course.

353 Publication Design (3)

This course emphasizes the development of basic publication design skills. The course will cover the creation of basic and advanced publication formats, such as multi-fold pamphlets and brochures, newsletters, logotypes, and small-format newspapers. (A lab fee is required.) Prerequisites: 211 and 357.

354 Magazine Production (3)

This course covers the basic skills required to plan, write, design, and produce a magazine. The course culminates in the production of a small-format magazine. Students enrolling in this class should have a thorough knowledge of basic news writing. (A lab fee is required.) Prerequisite: 212 or 241.

355 Mass Communication Seminar (3)

In these advanced courses, students explore special topics under the direction of faculty members. Typical seminar topics include: Advanced Television Reporting, Television Directing, Advertising and Promotion, Editing Public Relations Publications, and New Technologies. Registration requires the permission of the professor. (A lab fee may be required.)

356 Mass Communication Seminar (3)

This seminar course examines the principles and techniques of effective web page design. The topics include HTML, graphics, "helper" programs, audio, and video. During the course, students will create and maintain a series of web pages. Registration requires the permission of the department chairman.

357 Desktop Publishing (3)

This course introduces the student to theory and techniques of print production using a desktop publishing system. During the course, the students will learn how to produce basic newsletters, brochures, logotypes, and other projects using industry-standard computer software. (A lab fee is required.) Registration requires the permission of the department chair. Prerequisite: 050.

358 Advanced Desktop Publishing (3)

This course builds on the basic skills developed in COMM 357. During this course, the students produce more advanced projects, including complex small, medium, and large format publications. The course also includes related software packages and advanced graphic and photograph manipulation. (A lab fee is required.) Prerequisite: 357.

359 Advanced Photo Production (3)

This course builds on the skills covered in the basic photography class. The course covers medium format, portrait and color photography. The students work with a large variety of complex photographic equipment. (A lab fee is required.) Prerequisite: 214.

360 Advanced Radio Production: Sports Broadcasting (3)

In this course, students will learn advanced radio production techniques. The course covers a specific, specialized topic each semester. Typical topics include long-form radio program production, radio drama and sports production (play-by-play, color, etc...) (A lab fee is required.) Prerequisite: 322.

365 Multimedia Production (3)

An introduction to the use and production of multimedia in advertising, business, and education. The course will examine the integration of computer, print, photographic, audiographic and videographic media. Further, the course explores the processes used in designing and creating multimedia productions. Registration requires the permission of the department chairman.

402 Senior Project (3)

A supervised project designed to enable a senior mass communication major to demonstrate his/her mastery of required production skills. Through the project the student must demonstrate his/her ability to complete a professional-quality product. This project is offered in lieu of an internship. Registration requires the permission of the department chairman.

460 Communication Project (2)
461 Communication Project (3)

A supervised work project in an on-campus mass communication agency. Through the project, students gain practical skills and work experience. In past semesters, students have worked with the campus radio station, closed circuit television system, sports information office, campus publications, news bureau, and public relations offices. Registration requires the permission of the department chair.

465 Internship (3)
466 Internship (4)
467 Internship (6)

A supervised off-campus work project with an approved agency. Through the internship, students gain practical skills, employment contacts, and work experience. Students have worked with national networks, television and radio stations, newspapers, public relations and advertising agencies, state government, and video production organizations. Registration requires approval of the department s internship committee.

471 Newspaper Practicum (1)
472 Newspaper Practicum (2)
473 Newspaper Practicum (3)

Students gain practical skills and work experience with the campus newspaper, *The Campbell Times*. Staff members serve in editorial, reporting, or sales positions. Registration requires the permission of the adviser.

476 Yearbook Practicum (1)
477 Yearbook Practicum (2)
478 Yearbook Practicum (3)

The University s yearbook, *Pine Burr*, is produced in this course. Students gain practical skills and experience on the yearbook staff through editorial and reporting positions. Registration requires the permission of the adviser.

479 Yearbook Production (3)

This course examines the theory and techniques of yearbook production. The course emphasizes layout and design, copy writing, photograph selection, graphics, etc... Registration requires the permission of the adviser.

481 Broadcast Practicum (1)
482 Broadcast Practicum (2)
483 Broadcast Practicum (3)

An advanced, supervised work project in a telecommunication agency. Through the project, students develop and refine specialized broadcast-related skills. Typical projects include the development of audio and video projects. Registration requires the permission of the department chair.

484 Radio Management Seminar (3)

These supervised projects are designed to give upper-level students experience in various aspects of radio station management. The campus radio station, WCCE-FM, is the "laboratory" for this seminar. Registration requires the permission of the professor.

486 Radio News Production (2)

The course offers practical experience in gathering, writing, and producing news stories for radio. Further, students in this course will produce regularly scheduled newscasts for the campus radio station, WCCE-FM. Prerequisite: 322.

487 Magazine Practicum (1)
488 Magazine Practicum (2)
489 Magazine Practicum (3)

Students gain practical skills and work experience with the department s magazine. Staff members serve in editorial, reporting, or sales positions. Registration requires the permission of the adviser.

Communication/Advertising Course Listing (CADV 000)

213 Introduction to Advertising (3)

This course exposes the students to the basics of advertising; history, theory, practice, and ethics. The students will also examine types of advertisers and methods of advertising. This course is a prerequisite for all other advertising courses. Prerequisite: COMM 200.

251 Media Buying (3)

This course examines audience estimates and the purchasing of media space and time. Includes the study of survey research, frequency and quintile distribution, interpretation of statistical data, demography, and psychographics. Prerequisite: CADV 213.

336 Creative Campaign Production (3)

Through this course, the student will learn the theory and techniques involved in producing a complete advertising campaign for an actual client. The finished campaign includes a creative platform, television advertisement, radio advertisement, print advertisement, outdoor, transit or point-of-purchase advertisement, and a complete presentation to the client. (A lab fee is required.) Prerequisite: CADV 213.

343 Advertising Copy Writing (3)

This course is designed to help the student develop the practical and creative skills required to write copy for public service and commercial announcements. The course will cover radio and television commercial copy, print ad copy, display copy, billboard and transit ad copy. Prerequisite: CADV 213.

■Mathematics

Professors: Dr. Norwood (chairman), Dr. Taylor
Associate Professors: Mr. Thomas, Mrs. Todd
Assistant Professors: Miss Walker
Adjunct Faculty: Mrs. Anderson, Mr. Bryant, Dr. Yang

Mathematics and the General College Curriculum

Successfully complete MATH 122 or two mathematics courses numbered 111 and above as selected by the major department (one course may be selected form CIS 125, CSC 111, CSC 273, or PHIL 221).

Requirements for a Major in Mathematics (CIP 27.0101)

The candidate must complete, with a "C" average or better, a minimum of 36 semester hours, with 18 of the semester hours at the 300 level or above and including Math 224, 333, 335 441 and at least one course form Math 271, 273, or 278. Students may receive advanced placement for Math 122 or 223.

Requirements for a Minor in Mathematics

A student must complete, with a "C" average or better, 18 semester hours including Math 122, 223, 224 and two additional approved courses above the 224 level.

Requirements for Teacher Licensure in Mathematics (CIP 27.0101/13.1311)

A student who desires licensure for teaching mathematics in the secondary schools must include in his major, courses in linear algebra, geometry, probability and statistics, modern algebra, and computer science.

Pre-Engineering Program (CIP 27.0999)

Campbell University offers a two year program in pre-engineering. The program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte. General Requirements for Pre-Engineering Program: MATH 122, 223, 224, 273, 337; CHEM 111, 113; PHYS 251, 252; ENGL 111, 112; EXER 111, 185; Electives 21 hours.

Mathematics Course Listing (MATH 000)

110 Fundamentals of Mathematics (3)

(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110.) Basic skills are emphasized-addition, subtraction, multiplication and division of fractions; rules of exponents; solving linear and quadratic equations; graphs; "word" problems.

111 Algebra (3)

(Credit in Math 111 is not allowed if students has credit in Math 122.) A basic study

of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals and exponents.

112 Trigonometry (3)

A study of trigonometric functions, derivation of formulas, the solution of right and oblique triangles with practical applications, solving trigonometric equations, and verifying trigonometric identities, other topics include vectors, complex numbers, and logarithms. Prerequisite: A student should be proficient in algebra and geometry.

122 Analytic Geometry and Calculus I (4)

Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic sections, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral.

160 Elementary Statistics (3)

Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include: mean, standard deviation, analysis of variance, regression analysis of variance, regression analysis, and hypothesis testing.

203 Mathematics Principles (3)

The course will include material from the areas of algebra, geometry, statistics, probability, and the International System of Units. Prerequisite: Math 111 and high school geometry.

223 Analytic Geometry and Calculus II (4)

Topics included: differentiation and the integration of logarithmic, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 122.

224 Analytic Geometry and Calculus III (4)

Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminate forms, improper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals and series. Prerequisite: Math 223.

271 Introduction to programming using C/C++ (3)

An introduction to the basic concepts of programming using the C-Language, including C++.

273 Introduction to PASCAL (3)

An introduction to the basic concepts of programming in PASCAL.

278 Introduction to Java (3)

This course will cover programming in the Java Language, the language of the Internet. The course will cover a history of the rapid development of Java as a computer language for "write once, run anywhere".

331 History of Mathematics(3)

A study of the historical development of the various branches of mathematics and of the contributions of noted mathematicians to the science of mathematics.

333 Linear Algebra (3)

A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, byliner, quadratic and hermitian forms.

335 Introduction to Probability and Statistics (3)

A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing. Prerequisite: Math 223.

337 Differential Equations (3)

Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations, higher degree differential equations, and special differential equations; operators; Laplace transforms, and applications. Prerequisite: Math 223.

340 Discrete Mathematics (3)

This course covers the following topics: sets, symbolic logic, relations, functions, mathematical induction, recurrence equations, trees, spanning trees and graph theory.

376 Introduction to Numerical Methods (3)

Concerned with the practical solution of problems on computers. Prerequisite: Math 273 or 275, Co-requisite: Math 224.

441 Introduction to Modern Abstract Algebra (3)

A study of the number system, groups, rings, integral domains, and fields. Prerequisite: Math 122 (shall have junior standing).

443 Topics in Geometry (3)

An integrated course which includes set theory, logic, a critical study of Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic, and projective geometries.

445 Advanced Calculus (3)

An introduction to analysis covering the real and complex number system, basic topology, numerical sequences and series, continuity, differentiation, and the Riemann-Stieltjes integral.

453 Methods of Teaching Mathematics (1.5)

A study of methods of teaching mathematics in the secondary school. A course in general methods is also required.

501 Topics in Math for Elementary Teachers (3)

Selected topics in mathematics including algebra, geometry, probability, trigonometry. For Elementary (K-4; 4-6; 6-9) Education majors only.

510 Topics in Geometry (3)

Proportion and indirect measure, similarity, taxicab geometry, and construction are included in the topics to be covered. This course is open to elementary teachers with a concentration in mathematics.

522 Number Theory (3)

The course will include divisors and prime numbers, congruences, Euler's o-function, Diophantine equations, Phythagorean triplets, quadratic reciprocity, and continued fractions.

535 Probability and Statistics (3)

Topics from probability, random variables, expectation, random sampling, test of hypotheses and regression.

540 Introduction to Topology (3)

A study of the basic concepts of general topological space including such topics as compactness, product spaces, connectedness, metric spaces and continuous functions.

■Music

Assistant Professors: Dr. Ran Whitley, Music Education, Department Chair; Dr. Richard McKee, Music History, Director of Piano Studies; Dr. Phillip Morrow, Director of Choirs and Vocal Studies
Instructor: Mrs. Barbara Hudson: Director of Bands and Instrumental Studies
Adjunct Faculty: Ms. Miriam Anderson, Voice; Mrs. Dee Braxton-Pellegrino, Strings; Mr. David Dimuro, Percussion; Dr. Margaret Evans, Piano; Dr. James Good, Church Music, Organ; Mrs. Ellen Hinkle, Flute; Mrs. Susan Horton, Theory, Voice, Organ, Piano; Mr. Joey Ikner, Guitar; Mrs. Patty Jung, Handbells; Mr. Don Martin, Jazz Ensemble; Mr. Bill Stone, Music Appreciation; Mrs. Christy Wilson, Piano; Mrs. Pat Wright, Woodwinds.

Campbell University offers five specialized tracks in Music including Music Education (with N.C. Certification in Music Education, K-12), Church Music, Composition, Comprehensive Music, and Piano Pedagogy. Admission to the Department of Music is open to students who complete an audition for the music faculty on an intended major applied instrument or voice. In addition to the general requirements for all undergraduate degrees, the course of study in Music includes courses in Music Theory, Aural Training, Music Literature, Music History and Music Performance. Candidates for graduation must have an overall grade point average of 2.5 on all college work attempted and a grade of "C" or better on each course required in Music. Additionally, Music Education majors must have a grade of "C" or better on each course required in Education, and Church Music majors must have a grade of "C" or better on each course required in Religion.

Music Department Handbook of Policies and Guidelines

In addition to requirements published in the catalogue, the Department of Music issues a Handbook of Policies and Guidelines to each student upon entrance to the Department of Music. The Handbook of Policies and Guidelines gives specific information regarding use of Facilities, Auditions, Juries, Junior Standing, Recital Performance and Attendance, and Minor Instrument Proficiencies and Guidelines.

Requirements for a Major in Music (CIP 50.0901)

The following courses are required of all music majors on all tracks: MUSC 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 223, 331, 332, and 432. Students must enroll in a major ensemble (441, 443, or 456) with each semester of major applied study. Total semesters for major applied study vary with each track. Each track requires 2 semesters of minor applied study. The minor applied study for piano majors is determined following consolation with faculty advisor. The minor applied study for all other majors is piano. Each student must meet the guidelines in proficiency (defined in Handbook of Policies and Guidelines) before the minor applied requirement is satisfied. It may be necessary to take more than 2 hours of minor applied study to meet guideline proficiency

requirements. If a student can meet guideline proficiency requirements prior to 2 semesters of minor applied study, the student may opt for another minor applied study. Completion of MUSC 101-104 eliminates four hours of the natural science requirement of the General College Curriculum. Course exemption is available in Music Theory through advanced placement testing. However, students who place beyond MUSC 101, 103, 201 or 203 must substitute each exempted course with MUSC 291, 302 401 or 402 in observance with prerequisites.

Music Education (CIP 13.1312)

The requirements include the following music courses in addition to those required of all music majors: MUSC 263, 264, 265, 266, 267, 420, 421, and 453. Seven semesters of major applied study culminating with a half recital in the seventh semester are required. Students must also complete the Professional Education sequence in the School of Education. Total number of hours: 139 ½.

Church Music (CIP 13.0601)

The requirements include the following music courses in addition to those required of all music majors: MUSC 267, 326 (keyboard majors only) or 327 (instrumental or voice majors only), 427, 428, 429, 437, 438, and 457; RELG 125, 202, 212, 222, 224, and 226. Seven semesters of major applied study culminating with a half recital in the seventh semester are required. Total number of hours: 130.

Composition (CIP 50.0904)

The requirements include the following music courses in addition to those required of all music majors: MUSC 263, 264, 265, 266, 267, 291, 302, 391, 392, 401, 402, 491, and 492. Six semesters of major applied study culminating with a half recital in the sixth semester are required. Additionally, enrollment in a major ensemble (441, 443, or 456) in the seventh and eighth semesters, and a half composition recital in the eighth semester are required. Total number of hours: 128. Comprehensive Music Curriculum (CIP 50.0901)

The requirements include the following music courses in addition to those required of all music majors: MUSC 267, 302, 401, 402, and 461. Course of study requires 12 hours of free electives. Eight semesters of major applied study culminating with a full recital in the eighth semester are required. Total number of hours: 128.

Piano Pedagogy (50.0907)

The requirements include the following music courses in addition to those required of all music majors: MUSC 302, 324, 325, 333, 334, 425, 426, 433, 435, and 436. Eight semesters of major applied study culminating with a half recital in the eighth semester are required. Total number of hours: 130.

Prerequisites

MUSC 101 and 102 are prerequisites to all credit music courses except the following: MUSC 131, 132, 133, 321, 437, Music Ensembles, and Applied Music. MUSC 201, 202 are prerequisites to the following: MUSC 302, 331, 332, 401, 402, 432, and 457. MUSC 101, 102, and 201 are prerequisites to MUSC 291. MUSC 291, 391, 392, 491, and 492 must be taken in sequence. HIST 111 and 112 are prerequisites to MUSC 331. Exceptions to the above must be made with the consent of the instructor and the Chairman of the Department.

Requirements for a Minor in Music

A minor in music includes MUSC 101, 102, 132, 133, 221, four hours of ensemble, three hours of applied music study, performance on two informal recitals, and one additional three-hour music lecture course. MUSC 131 may be substituted for MUSC 132 and 133.

Music Course List (MUSC 000)

101 Introduction to Theory(2)

The basic rudiments of music including scales, intervals, primary triads, melody, and rhythm with written and keyboard application. Brief consideration of the acoustics of music.

102 Introduction to Sightsinging and Ear Training (2)

Aural skills of music including scales, intervals, primary triads, melody, harmony, and rhythmic dictation on the elementary level.

103 Elementary Tonality(2)

Continued study of elementary music theory including melody, non-harmonic tones, secondary chords and inversions, modulations, and simple forms with written and keyboard application.

104 Sightsinging and Ear Training (2)

Continuation of aural skills of music including scales, intervals, primary and secondary triads, non-harmonic tones, melodic, harmonic, and rhythmic dictation on the upper-elementary level.

131 Music Appreciation (3)

An introduction to music through a rudimentary understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. Historical and cultural backgrounds are included to show their influence on musical development from Gregorian Chant to the present.

132-133 Music Literature (1,1)

A study of basic vocabulary, forms, periods, and styles of Music. An introduction to music literature for freshman music majors.

161-162 Class Piano-Elementary (1,1)
Class instruction in piano, elementary level.

201-203 Advanced Tonality (2,2)
A continuation of MUSC 103. Included in this study are seventh chords, altered chords, modulation, chromatic harmony, and the keyboard application of the principles studied.

202-204 Advanced Sightsinging and Ear Training (2,2)
A continuation of MUSC 104. Advanced sightsinging and ear training.

205 History of Jazz (1)
The History of Jazz chronicles style periods and central figures in jazz history from the early 20th century until the present. This course is open to both majors and non-majors in music.

206 Handbell Ringing (1)
An introductory course to provide instruction and practice techniques so that students can gain confidence as handbell ringers, experience in leadership skills, and understanding of the structure of bell choirs and materials. The students will study a variety of published handbell music, and experiment with various ringing techniques. Students will practice through playing in an established bell choir and by observing other choirs. This course is open to both majors and non-majors in music.

207 Beginning Guitar Class(1)
An introductory course for beginning guitar including simple notation and chord reading, ensemble experience, rhythm strumming techniques, and chording for vocal accompaniment and group song.

221 Conducting (2)
A study of basic conducting techniques.

223 Advanced Conducting(2)
A continuation of 221. Class includes practical experience with ensembles.

263WoodwindMethods(1)
Study and practical application of the techniques of teaching and playing the flute, oboe, clarinet, saxophone, and bassoon. Designed for Music Education majors.

264 Brass Methods (1)
Study and practical application of the techniques of teaching and playing the trumpet, horn, trombone, euphonium, and tuba. Designed for Music Education majors.

265 String Methods (1)
Study and practical application of the techniques of teaching and playing violin, viola, cello, and double bass. Designed for Music Education majors.

266 Percussion Methods (1)

Study and practical application of the techniques of teaching and playing percussion instruments including snare drum, timpani, keyboard, accessories, and drum set. Designed for Music Education majors.

267 Introduction to Electronic Music (1)

A survey of the history of electronic music. Practical application of the basic techniques of tape manipulation and elementary electronic music production. Required of Music Education majors.

302 Tonal Counterpoint (3)

A study of eighteenth-century contrapuntal techniques with emphasis on the style of Bach. Linear and vertical aspects and the analytical study of contrapuntal procedures and devices creatively applied in progressive exercises.

319 Music for the Preschool (2)

A study of philosophy, methods and materials appropriate to musical development of the preschool child. Course will include basic rudiments of music and music literature for preschool classroom. Basic performance skills with voice, autoharp and Orff instrumentarium is provided.

320 Practicum in Preschool Music (1)

Practical experience and application of methods and materials acquired in Music 319. Experience features musical leadership with preschoolers in a supervised setting.

321 Music for the Classroom Teacher (3)

The methods and materials used by the classroom teacher in presenting music in the elementary grades including a review of the basic rudiments of music. Development of basic performance skills on the piano, autoharp, and the Orff instrumentarium is provided. (Not offered to music majors.)

322AdvancedChoralConducting(2)

A study of advanced choral techniques and literature. Special emphasis given to cantata literature. Prerequisites: MUSC 221-222.

322-L Advanced Choral Conducting Laboratory(0)

Practical application of advanced conducting techniques.

323 Instrumental Conducting (2)

Review of basic conducting techniques. Study of appropriate literature for public school ensembles. Emphasis on score reading and baton technique. Prerequisite: MUSC221.

324 Elementary Piano Pedagogy (3)

A study of the methods and materials for teaching piano on the elementary level including observation of private and class piano.

325 Advanced Piano Pedagogy (3)

A study of the methods and materials for teaching piano on the intermediate and advanced levels including observation of private and class piano.

326 Service Playing (1)

Techniques and materials used in playing for church services. The course is for the Church Music major whose principal instrument is piano or organ.

327 Organ Nomenclature (1)

An introduction to the characteristics of the organ and the technique of organ playing. For the Church Music major whose principal instrument is not organ or organ.

331 Music History to 1750 (3)

A chronological study of the development of western music from its origins with emphasis on the growth of musical concepts. Study of composition techniques, styles, and the analysis of musical forms. Interrelation of music, painting, sculpture, literature, and architecture.

332 Music History 1750-1900 (3)

Consideration of literature, forms, and tonal concepts which emerge. Score analysis. Integration of literature, painting, sculpture, and architecture with music.

333 Clavier Literature 1550-1750 (2)

Survey of composers and their works written for the harpsichord and clavichord during the Renaissance and Baroque eras.

334 Piano Literature 1750-1900 (2)

Survey of composers and their major piano works during the Classical and Romantic eras.

401 Orchestration (3)

The study, techniques, and history of arranging for orchestra, band, and heterogeneous groups. Major project for full ensemble required.

402 Forms and Analysis (3)

A study of small and large forms from choral, piano, and symphonic literature.

420 Music Methods in the Secondary School(3)

A study of the techniques of the appropriate vocal and instrumental methods and materials for the secondary school (grades 6-12). The vocal component includes a study of the adolescent voice, organization and administration of the graded choir program, literature, materials, contest procedures and show choir. The instrumental component includes a study of beginner and intermediate methods, graded literature, organization and administration of the graded instrumental program, instrument maintenance, parade and show marching, and contest procedures.

421 Music Methods in the Elementary School (3)

A study of techniques of teaching, particular problems, and appropriate materials for elementary grades: the general music class, suitable song materials, the child voice, creativity, rhythmic activities, directed listening, elementary music theory and performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and University preschool music class constitute part of the program.

425-426 Supervised Teaching of Piano (3,3)

Experience with teaching piano at various levels under the guidance and observation of the instructor.

427 Music for Children (3)

A study of the philosophy, organization, and appropriate materials for the church music program for children, preschool through age 12: particular problems, implementation of the church music program, the child voice.

428 Music for Youth and Adults (3)

A study of choral literature materials and techniques that are appropriate for use with youth and adult church choirs.

429 Church Music Philosophy and Administration (3)

Consideration of the principles and practice of the music ministry. Organization and methods used in promoting a well-rounded program of music. Definition of objectives and philosophy of the music program. A management approach to the administrative task designed to introduce those principles which should be involved in working with the total church staff and in guiding the work of others.

Music 432 20th Century Music Literature and Theory (3)

A study of music literature of the twentieth century; trends, "isms," from the Post-Romantic to the present. Analysis and application of composition techniques of selected composers.

433 20th Century Piano Literature (2)

Survey of Composers and their major works composed for piano during the 20th Century.

434 Piano Literature (Chamber Music) (2)

A survey of composers and their major works composed for piano combined with other instruments in Chamber Ensemble.

435-436 Piano Ensemble (1, 1)

Study and performance of literature for piano ensemble at one or more pianos.

Music 437 Hymnology(3)

The historical and systematic study of poetic hymns and metrical tunes including

the contributions of various ethnic groups to the body of Christian hymnody. Role of hymn literature in worship and evangelism as found in the liturgy of various Christian denominations.

438 Service Music and Solo Literature (1)

Exploration of the historical background of types of music used in the major worship traditions. Examination of published music with emphasis on the ideal use in corporate worship. Composition of music intended to aid in leading the individual to a satisfying worship experience.

453 Music Methods and Materials (1.5)

Correlated with Education 453. Designed for music education students in the "block." Includes discussion of procedures and problems particularly applicable to music education, as well as discussion of problems of student teaching. Advanced conducting included for the instrumental major.

457 Practicum in Church Music (4)

Conducted on a part-time basis during the final semester of college work. The student observes, aids, and ultimately assumes charge of rehearsals and in the worship service.

461 Recital (1)

Senior year, 50 minutes of music with program notes. A Junior recital of 25 minutes of music with program notes may be performed during the year prior to the senior recital.

Ensembles

441 Campbell University Choir (1)

Open to freshmen, sophomores, juniors, and seniors by consent of the director, based on competitive tryouts. Concerts on campus and out-of-town, including Spring Tour. Performance concerts of secular and sacred choral music. The major University Choral Ensemble.

443 Campbell University Choral Society (1)

Open to all students, faculty, and community people with consent of the director. Society Performance of secular and sacred music.

452 Chamber Ensemble (1)

Open to all students and faculty with consent of the director.

454 Jazz Ensemble (1)

Open to all students and faculty with the consent of the director.

455 Brass/Percussion Ensemble (1)

Open to all students and faculty with the consent of the director.

456 Wind Ensemble (1)

Concentration on wind ensemble and band literature. Major University instrumental organization. Open to all students and faculty with the consent of the director. Concerts

on campus and out-of-town.

458 Percussion Ensemble (1)
Open to all students and faculty with the consent of the director.

459 Woodwind Ensemble (1)
Open to all students and faculty with the consent of the director.

460 University Pep Band (0)
A music ensemble open to students by audition. This ensemble officially represents the school at athletic events and other special occasions. No academic credit is available. Participation is noted on the student's official transcript.

Applied Music

Private applied music instruction is offered on voice and the instruments listed below. Academic credit varies from 1-2 hours per semester. Music majors register for 2 hours credit on their major applied instrument or voice and meet weekly with the instructor for an hour lesson. Music minors and music majors studying a minor instrument or voice register for 1 hour credit and meet weekly with the instructor for a half hour lesson. The first digit of the course listing indicates the level of study. Course listings beginning with '0' indicate remedial or pre-collegiate study, and do not apply toward a major or minor in music. Course listings beginning with '1' indicate freshman level of study. Numbers beginning with '2' indicate sophomore level of study, and so forth. The last two digits of the course listing indicate the specific instrument of applied study or voice. Instructors are assigned individual section numbers. Students not majoring or minoring in music may register for applied music study at the one-hundred level for academic credit or at the zero-hundred level for non-credit.

MUSC	**071,**	**171,**	**271,**	**371,**	**471.**	**Piano**
MUSC	**072,**	**172,**	**272,**	**372,**	**472.**	**Organ**
MUSC	**073,**	**173,**	**273,**	**373,**	**473.**	**Voice**
MUSC	**074,**	**174,**	**274,**	**374,**	**474.**	**Flute**
MUSC	**075,**	**175,**	**275,**	**375,**	**475.**	**Oboe**
MUSC	**076,**	**176,**	**276,**	**376,**	**476.**	**Bassoon**
MUSC	**077,**	**177,**	**277,**	**377,**	**477.**	**Clarinet**
MUSC	**078,**	**178,**	**278,**	**378,**	**478.**	**Saxophone**
MUSC	**079,**	**179,**	**279,**	**379,**	**479.**	**Percussion**
MUSC	**081,**	**181,**	**281,**	**381,**	**481.**	**Trumpet**
MUSC	**082,**	**182,**	**282,**	**382,**	**482.**	**French Horn**
MUSC	**083,**	**183,**	**283,**	**383,**	**483.**	**Trombone**
MUSC	**084,**	**184,**	**284,**	**384,**	**484.**	**Euphonium**
MUSC	**085,**	**185,**	**285,**	**385,**	**485.**	**Tuba**
MUSC	**086,**	**186,**	**286,**	**386,**	**486.**	**Violin**

MUSC	**087,**	**187,**	**287,**	**387,**	**487.**	**Viola**
MUSC	**088,**	**188,**	**288,**	**388,**	**488.**	**Violoncello**
MUSC	**089,**	**189,**	**289,**	**389,**	**489.**	**Double Bass**
MUSC	**090,**	**190,**	**290,**	**390,**	**490.**	**Guitar**

Conposition

These courses aim to develop the student's ability and technique in musical composition and explore the concept of musical language and rhythm. Taught as applied music.

291 Composition 1 (2)

An introduction to compositional styles with a concentration on early 20th-century music including impressionism, free tonality, modal writing, and pandiatonicism.

391 Composition II (2)

Further study of 20th-century composition with the emphasis on polychords, polytonality, clusters, and heightened chromaticism.

392 Composition III (2)

Examination of 12-tone and serial compositional techniques. Avant garde music is also explored.

491 Composition IV (2)

Study of electronic music from simple tape manipulation to computer music.

492 Composition V (2)

Major concentration on developing the student's own style, being eclectic from previous course work.

■Pharmaceutical Sciences

Professor: Dr. Emanuel Diliberto (Chairman)
Associate Professors: Dr. Antoine Al-Achi, Dr. Robert Greenwood, Dr. Thomas Holmes (Associate Dean, School of Pharmacy), Dr. James Junker, and Dr. Kathy Webster
Assistant Professors: Dr. Tim Bloom, Dr. Robert Garrett, Dr. George Nemecz, Dr. David Ohashi, Dr. Anita Taylor, and Dr. Mark Yates
Adjunct Faculty: Dr. Bruce Bernard, Ms. Jane Brown, Dr. Mark Celeste, Ms. Celine Clive, Mr. John Davis, Dr. Thomas Garcia, Dr. John Kelsey, Mr. Don Knight, Dr. Girish Pande, Dr. Poonam Pande, Dr. Christopher Spancake, Dr. Harry Suryakusuma, Dr. Carmen Wagner, Dr. Mickey Wells, and Dr. David Wrenn

Major in Pharmaceutical Sciences (CIP 51.2003)

The objective of the major is to prepare students for careers in the biomedical sciences with particular emphasis on pharmaceutical sciences. Graduates will be prepared to enter research and technical positions in the pharmaceutical, biotechnology, or chemical industries or to pursue graduate and professional studies in the health sciences. Candidates for the BS degree with a major in the pharmaceutical sciences (BSPS) must complete a minimum of 40 hours in pharmaceutical sciences courses which must include PHSC 210, 220/221, 323/325, 324, 326/327, 330/331, 334, 336, 338, 412/413 (or 438/439), 414, 416, 418/419, 436/437, and 451. In addition, students must also complete the following ancillary courses: Basic Biology, Human Anatomy and Physiology, Microbiology and Immunology, General Chemistry (2 semesters), Organic Chemistry (2 semesters), Calculus, and General Physics (2 semesters).

Pharmaceutical Sciences Course Listing (PHSC 000)

210 Laboratory Safety (1)

An introduction to chemical, physical, and biological hazards associated with laboratory work. Students are introduced to regulations to which laboratory workers must conform, methods for laboratory and personnel monitoring, and personal protective equipment and clothing. Note: PHSC 210 is a prerequisite (or corequisite) to all laboratory courses in pharmaceutical sciences.

211 Experimental Design and Biostatistics (3)

The application of statistical analyses to the design, conduct, and interpretation of pharmaceutical research, development, testing, and manufacturing is provided in this comprehensive course.

212/327 Molecular Biology (3/1)

Fundamental principles of recombinant DNA technology are presented with an emphasis on pharmaceutical applications where appropriate. Laboratory exercises provide a basic understanding of the techniques involved in biotechnology and the

application of this discipline to the discovery, development, and production of new treatment modes for human and animal diseases.

213 Introduction to Pharmacology (4)

The basic principles of pharmacology and toxicology are covered through discussion of the responses of biological systems to drugs and chemicals. The course also considers the absorption, distribution, metabolism, and excretion of xenobiotics and how these factors relate to drug action.

215 Research in Pharmaceutical Sciences (1-3)

The purpose of this elective course is to introduce pharmaceutical sciences students to methods of basic science and/or clinical research. This involves application of the scientific processes of hypothesis formation, literature evaluation, experimental design, development of technical skills, data acquisition and analysis, and formal presentation of results.

220/221 Quantitative Laboratory Techniques (2)

An introductory laboratory course that concentrates on the basic terminology and mathematical skills needed to perform routine laboratory procedures. Students learn the theory and application of appropriate techniques involved in gravimetric and volumetric analysis. Laboratory skills are honed through a series of exercises that culminate in a comprehensive practical examination designed to test the student's ability to accurately formulate complex biochemical solutions. Note: PHSC 220/221 are prerequisites for analytical instrumentation and industrial pharmacy.

323/325 Introductory Biochemistry (3/1)

This introductory lecture and laboratory course provides an overview of the synthesis and metabolism of amino acids, carbohydrates, lipids, and nucleic acids; enzyme kinetics; bioenergetics; and macromolecular structure and function.

334 and 336 Scientific Literature Seminar I & II (1 and 1)

Students are introduced to literature searching and critical analysis techniques in this series of courses. The courses promote the formulation of critical thinking approaches. Special emphasis is placed on communication techniques. Students apply their knowledge and skill in the form of written and oral presentations developed by researching the current pharmaceutical and biomedical literature.

338 Product and Process Validation (2)

The principles of current good manufacturing practices (cGMP), process troubleshooting, quality control, and quality assurance are introduced. Federal regulations and documentation requirements are discussed throughout the course. The course covers in detail the theory and practices by which pharmaceutical and biotechnology processes are validated.

410/411 Analytical Instrumentation (3/1)

A comprehensive introductory course that provides students with an in-depth study of the theory and operation of scientific instrumentation typically found in pharmaceutical, chemical, and biotechnical research and analytical facilities. Students gain hands-on experience with a variety of spectroscopic and chromatographic instrumentation through structured laboratory experiments and student-initiated research projects.

412/413 Advanced Analytical Techniques (3/1)

In this advanced analytical techniques and instrumentation course, students learn the current state-of-the-art procedures for the isolation, purification, derivatization, and characterization of complex chemical and biological samples. These techniques are then applied to practical analytical situations in the laboratory.

414 Research Seminar (1)

Used in conjunction with research courses PHSC 404 and 504, research seminar provides students with an opportunity to present original research work.

416 Senior Seminar (1)

Senior Seminar provides a forum through which students chronicle their internship experience. Students present an overview of the company in which they worked and provide a synopsis of their role in the organization.

418/419 Industrial Pharmacy (3/1)

This laboratory course introduces students to the preformulation and manufacturing of pharmaceutical dosage forms such as tablets, capsules, sustained release preparations, ointments, and suspensions. Students gain hands-on experience performing a variety of USP tests including dissolution, disintegration, viscosity, and stability testing.

420 Internship (12-14)

The internship provides practical experience in the pharmaceutical, chemical, or biotechnology industries. Students and participating industrial facilities are matched to provide a comprehensive work experience.

424 Pharmaceutical Microbiology (1)

This elective course provides students with a more advanced understanding of the sterility requirements for pharmaceutical products. Lecture topics include sterility, pyrogen testing, and control of the microbial environment in the manufacturing facility.

425 Laboratory Animal Care (2)

This elective course introduces students to the basic principles and practices of laboratory animal use. Topics covered include federal regulations, good laboratory practices (GLP), proper documentation, species-based housing requirements, and the humane care and use of laboratory animals.

428 Laboratory Automation (2)

This elective course provides an overview of the use of automation and robotics in the chemical and pharmaceutical manufacturing environment.

430 Drug and Chemical Regulatory Affairs (1)

This elective course provides more advanced exposure to Food and Drug Administration and Environmental Protection Agency regulations. It also includes discussion of the regulatory affairs specialist's role in industry.

432 Advanced Computer Applications (1)

This course introduces the student to advanced applications of computer technology as utilized by the pharmaceutical and biotechnical industries. Included is instruction in current World Wide Web search strategies and web page generation, advanced applications of macros and relational databases, laboratory information management information systems (LIMS), and other industry-based information and process control systems. Demonstrated competence in Internet, spreadsheet use, and word processing is required prior to enrollment.

434 Statistical Computations (2)

This elective applications course provides hands-on experience in the analysis and presentation of experimental data through the use of commercially available programs.

436, 437 Bioprocessing (3/1)

The bioprocessing course provides an introduction to the theory and application of biotechnology procedures to the development of biopharmaceutical products. Students are provided with an overview of genetic regulation of protein production, cell culture principles, bioprocess design and validation, pharmaceutical product generation, and protein purification. Prerequisites include successful completion of courses in biochemistry and molecular biology (or demonstration of experience).

438, 439 Pharmaceutical Methodology and Bioprocessing (3/1)

In this advanced analytical techniques and instrumentation course, students are exposed to the current state-of-the-art procedures for the isolation, purification, derivatization, and characterization of complex chemical and biological samples. These techniques are then applied to practical analytical situations. Students are also provided with practical hands-on experience in USP methodology and with a comprehensive overview of bioprocessing.

440 Physical Pharmacy (2)

Physical Pharmacy is an introductory course covering preformulations as practiced in an industrial pharmacy setting.

450/450L Spreadsheet/Data Analysis (1-2)

This course introduces students to advanced functions within commercial spreadsheet programs. Emphasis is placed on the utilization of macros and embedding

functions as they apply to data analysis.

450 Scientific and Technical Writing (1-3)

This required course is presented to assist students in the enhancement of their skills in the areas of scientific and technical writing.

451 Pharmaceutical Utilities Systems (1-3)

This course gives students a basic overall understanding of the utility systems used in pharmaceutical manufacturing facilities. By using piping and instrumentation diagrams (P&IDs) to teach these systems, students also become familiar with one of the most commonly used types of engineering documentation in the industry. This course also covers the basic requirements for commissioning and validation of these systems.

453 Introduction to Clinical Research (3)

Topics include an overview of the drug development process, the role of the sponsor and monitor, regulations related to clinical research, informed consent documents, and case reports.

462 and 466 Anatomy and Physiology (4 and 4)

This two-course sequence presents a comprehensive study of the structure and function of all organ systems as well as basic biochemical and biophysical principles of cellular and membrane function. Relevance to clinical states and drug action is also presented in many areas. The courses are colisted as PHAR 302 and 306.

464 Biochemistry (4)

A comprehensive course in biochemistry that discusses the metabolism of amino acids, carbohydrates, lipids, and nucleic acids. Principles of enzyme kinetics and regulation, bioenergetics, and macromolecular structure-function relationships are presented. This course is colisted as PHAR 304.

468 Clinical Biochemistry (3)

This course discusses the principles of quantitative analysis utilized in common clinical laboratory tests. An introduction to interpretation of abnormal clinical laboratory values is presented. Quantitative aspects of nutrition are presented, and regulatory effects of various hormones are described. Diseases such as atherosclerosis and diabetes are discussed. This course is colisted as PHAR 308.

470 Immunology (4)

This course covers basic immunology and the fundamental principles relating to the immune response in normal and disease states. This course is colisted as PHAR 310.

472 Medical Microbiology (3)

The basic concepts of medical microbiology are presented. Information necessary to diagnose and manage an infected patient are covered. Current, important bacteriologic, virologic, mycotic, and parasitic pathogens and their related diseases are discussed. Clinical presentations, principles of laboratory diagnosis, and preventative

measures are emphasized. Prerequisite: Immunology (PHAR 310/PHSC 470). This course is colisted as PHAR 312.

474 Biopharmaceutics (3)

This course presents the biological and physiochemical factors of the body, drugs and dosage forms that influence drug availability, disposition, and pharmacological and toxicological responses. This course colists as PHAR 314.

504 Advanced Research in Pharmaceutical Sciences (1-3)

This research course is intended for the advanced student. It continues the basic science research experience. This course colists as PHAR 504.

510 Pharmacokinetics (2)

This course is designed to provide the student with an understanding of basic, clinically applicable pharmacokinetic formulas and the assumptions that are involved with their use in therapeutic drug monitoring. This course colists as PHAR 410.

520 Medicinal Chemistry and Molecular Modeling (3)

The first part of the course covers the various methods and the relevant theory for modeling ligand: protein complexes utilizing protein x-ray or NMR structures as an experimental foundation. These methods and related theory include molecular mechanics calculations, computer graphics and ligand docking techniques, and the thermodynamics of ligand binding in water. The individual ligand design methods are then used as a basis for evaluating various methods for designing combinatorial libraries of ligands. Drug targets are used to illustrate these methods. The second part of the course involves hands-on training in the use of the molecular modeling software with a silicon graphics terminal. In this half of the course, each student will complete an individual project wherein a combinational library of ligands is designed from a protein source.

540 Advanced Physical Pharmacy (3)

A comprehensive course in the physical and chemical properties of drugs and other pharmaceutical substances. This course will cover thermodynamics, solubility theory, interfacial phenomena, adsorption and absorption, micromeritics, complexation, viscoelasticity, advanced kinetics theory, and target drug delivery systems. Discussion involving issues related to the above topics will be supplemented with journal articles.

542 Advanced Topics in Industrial Pharmacy (4)

This is a project-oriented course in the design and manufacture of pharmaceutical dosage forms. This hands-on course places emphasis of the application of GMPs in the preparation of dosage forms.

■Professional Education

Professors: Dr. Davenport
Associate Professors: Dr. Calloway, Dr. Enzor, Dr. Hatcher, Dr. Kendrick, Dr. Nery
Assistant Professors: Dr. Goodwin, Mr. Wayne Dillon, Dr. Johnson, Dr. Durham, Dr. Morrison
Adjunct Instructors: Mr. Headen, Dr. Hotaling, Mr. Rabon, Mr. Dermott, Mrs. Taylor
Coordinator of Field Experiences and Clinical Faculty, Mr. Dillon
Coordinator of Undergraduate Elementary Education, Dr. Johnson
Coordinator of Undergraduate Middle Grades Education, Dr. Goodwin
Coordinator of Undergraduate Secondary, K-12, and Vocational Education, Mr. Dillon
Discipline Coordinator for Biology Education, Dr. Everhart
Discipline Coordinator for English Education, Dr. McKinley
Discipline Coordinator for Foreign Languages Education, Dr. Steegar
Discipline Coordinator for Family and Consumer Sciences, Dr. Nery
Discipline Coordinator for Mathematics Education, Mrs. Walker
Discipline Coordinator for Music Education, Dr. Whitley
Discipline Coordinator for Physical Education, Dr. Woolard
Discipline Coordinator for Social Studies Education, Dr. Martin

Admission Policy for Teacher Education

All students desiring a program leading to teacher licensure must be formally approved for (1) admission to the Teacher Education Program and (2) admission to student teaching. Admission to and completion of student teaching do not guarantee licensure.

Application for admission to the teacher education program should be submitted during the second semester of the student's sophomore year and prior to March 1 or November 1.

Criteria for Admission to the Program

The criteria for admission to the program include the following:

1. A grade point average of 2.5 or better in overall scholastic work; a "C" or better in all courses in the major field or concentration; a "C" or better in all professional education courses that have been attempted.
2. Approval of the major department and of the School of Education.
3. No conditions or probations, academic or otherwise.
4. Satisfactory scores on the Praxis I Examination (PPST or CBT).
5. Recommendation by two faculty members, one of whom must be a faculty member from Professional Education.

Applications for admission to the practicum must be submitted by September 15 for

spring semester placements and by February 15 for fall semester placements. All applications for admission to student teaching must be submitted by February 15 for fall semester placements and by September 15 for spring semester placements.

Criteria for Admission to Student Teaching

Criteria for admission to student teaching includes the following:

1. A grade point average of 2.5 or better for all scholastic work; "C" or better in all courses in the major field or concentration; and a "C" or better in all professional education courses required for licensure. These averages must be met by the beginning of the semester the student plans to student teach.
2. Approval of the major department and the School of Education.
3. No probations, academic or otherwise.

Qualifications for a North Carolina Class "A" Teaching License

To qualify for a North Carolina Class A teaching license, a Bachelor of Arts or Bachelor of Science degree must be earned in one of the programs listed below. In addition, all professional education requirements must be met. Satisfactory scores on the Praxis I and II Examinations, including all pertinent specialty area subtests and the Principles of Learning and Teaching required by North Carolina must be received by the Dean's office along with the other paperwork required for licensure.

Course Requirements for the Professional Education Programs

Elementary Education (K-6) (CIP 13.1202)

The elementary education (K-6) program is designed to prepare a student for licensure to teach at the elementary school level. Course requirements for the Bachelor of Science degree in the elementary education area are as follows:

English 101, 102, and two of the following courses 201, 202, 203, 204; Foreign Language 201 and 202[1], Music 321; Art 321; Drama 115; History 111, 112, 221 or 222, and 331 or 332; Government 229; Geography 113 or 114; Sociology 345; Math 111, 203; Psycholgy 222; Religion 101 or 125 and another upper division religion elective; two laboratory science courses (SIED 117 is recommended); Exercise Science 111 or 112, 185, and 334; Education 131, 221, 225, 341, 351, 373, 400, 431, 435, 448, 450, 454, 455, 456, and 457.

Middle Grades (6-9) (CIP 13.1203)

The Bachelor of Science degree with a major in middle grades education requires two

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[1]To fulfill the foreign language requirement, the student must pass 201 and 202, or if starting a new language, the student must pass 101, 102, and 201, with all courses in the same language.

concentration areas, social studies and language arts, in addition to the core curriculum and professional education courses. All majors are required to take the following courses:

English 101, 102, and two of the following courses: 201, 202, 203, 204. History 111 and 112; Government 229; Sociology 345; Foreign Language 201 and 202[2]; Religion 101 and a religion elective; Two laboratory science courses; Mathematics 111 and 203; Exercise Science 111 or 112, 185, and 334; Psychology 222; Theater 115; Education 131, 221, 225, 341, 352, 431, 441, 449, 454, 455, 456, 457, and 502; plus all coursework in the following concentration areas:

Social Studies Concentration: History 221, 222, 331 or 332, 351, and 353; Geography 113 or 114; Sociology 345.

English/Language Arts Concentration: English 302; Drama 115 and 131; Education 400, 441.

A grade of "C" or better must be earned for all concentration area courses.

Secondary, K-12, and Vocational Education

All students seeking licensure as secondary, K-12, or vocational education teachers, are required to take Art 131, Music 131, or Drama 131 which will meet the general education requirement for the fine arts area. They must also complete two mathematics courses as designated by the major. CIS 125, Introduction to Computers, is strongly recommended as a substitute for one mathematics course. Additional courses are required as part of the general education requirements and two laboratory science courses, Religion 101 and a religion elective, Exercise Science 185 and 111 or 112.

Professional Education Sequence:

Students desiring licensure in a secondary teaching area (9-12), Spanish or French (K-12), music (K-12), physical education (K-12) or Family and Consumer Sciences (7-12) education must meet all the admission criteria of the Teacher Education Program and complete the following courses: Psychology 222; Education 221, 225, 341, 385, 431, 432[3]; Education 441, 453, 454, and the pertinent subject area methods course, (offered in the spring semester of the senior year as block courses prior to student teaching) and Education 458, Student Teaching.

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[2]To fulfill the foreign language requirement, the student must pass 201 and 202, or if starting a new language, the student must pass 101, 102, and 201, with all courses in the same language.

[3]Family and Consumer Sciences, music and physical education majors typically take the equivalent field experiences within the major.

Licensure Requirements for Secondary, K-12, and Vocational Education Majors

Biology (9-12 Licensure) (CIP 13.1322)

A minimum of thirty-five semester hours including Biology 111, 202, 203, 205, 327 or 542, 342, and 430 or 437; Mathematics 112 or 122, and 160; Chemistry 111, 113, and 227; Physics 221 and 222; Science Education 453; and the professional education sequence.

English (9-12 Licensure) (CIP 13.1305)

English 101 and 102; 201, 202, 203 and 204; 302 and 303; 407 or 415; 408 or 416, 417; 409 or 411; 410; 453; at least three of the following survey courses: 401, 403, 404, 405, and 406; and the professional education sequence.

French (K-12 Licensure) (CIP 13.1325)

French 201, 202, 221, 222, 231, 232, 250, 300, 301, 340 or 350, 360, 400, 453; four French electives above the 300 level; and the professional education sequence.

Family and Consumer Sciences (7-12 Licensure) (CIP 13.1308)

FCSI 111, 112, 213, 227, 300, 332, 334, 336, 341, 365, 401, 445, and 448; and the professional education sequence.

Mathematics (9-12 Licensure) (CIP 13.1311)

Twenty-nine semester hours in mathematics above the 200-level including courses in linear algebra, geometry, probability and statistics, modern algebra, and computer science. It is recommended that eight semester hours of physics or chemistry be completed as well.

Music Education (K-12 Licensure) (CIP 13.1312)

All music majors require Music 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 263, 264, 265, 266, 267, 331, 332, 432, and 453. Music Education (vocal-keyboard) includes the following in addition to the above: Music 222, 421, and 422; Half-recital the senior year; and the professional education sequence. Music Education (instrumental) includes the following, in addition to the above: Music 323, 401, and 423; minor applied instrument (wind); Half-recital the senior year; and the professional education sequence. Wind majors must enroll in an applied wind instrument opposite of the family of their major instrument. Percussion majors must enroll in an applied woodwind and brass instrument, substituting for percussion methods.

Physical Education (K-12 Licensure) (CIP 13.1314)

Exercise Science (EXER) 131, 132, 201, 202, 311, 331, 336, 338, 339, 340, 425, 426, 431, and 432; and the professional education sequence.

Social Science (9-12 Licensure) (CIP 13.1317)

For social studies certification, history or government must be selected as the concentration area and a total of twenty-four semester hours of credit in the chosen

discipline must be completed. Core requirements for both concentration areas include the completion of six semester hours from each of the following: economics, sociology, and geography. History 111, 112, 221, 222, 453, and the professional education sequence must also be completed. In addition, for a history concentration, six semester hours must be completed from 300 and 400-level courses in one of the following three areas: U.S. history, European history, Third World history; six semester hours of upper-level history electives; and six semester hours in government. In addition to the core courses listed above for both concentration areas, the government concentration requires Government 229, 230, three government electives, and three additional government electives, at least one each, from three of the following four groups of courses:

(1) Government 336, 337, 338, or 340 (2) Government 341, 342, 343, 345, or 448 (3) Government 443, 445, 446, or 447 and (4) Government 449 or 450.

Spanish (K-12 Licensure) (CIP 13. 1330)

Spanish 201, 202, 221, 222, 231, 232, 241, 242, 250, 331, 341, 400, 453; two Spanish electives above the 300 level; and the professional education sequence.

Education Course Listings (EDUC 000)

131 Introduction to Fine Arts (3)

A course designed for elementary and middle grades education majors which presents an introduction to the fine arts: music, visual arts, and drama. Emphasis is placed on understanding the fine arts as integral experiences in the development of the total child. Offered in the fall and spring.

221 Introduction to Education (3)

A study of the development of our present-day educational system, with emphasis on historical background and development, aims of education in a democracy, duties of the teacher, purpose and development of the curriculum, facilities, support, and control of the schools. The course is designed to be a foundation for further study in education as well as a general college elective. Field experiences are included. Required of all prospective teachers. Offered in the fall, spring, and summer.

225 Writing Seminar (3)

A course designed to assist prospective teachers in further developing their communication skills, especially oral and written expression. Required of all K-6 and 6-9 education majors. Offered in the fall and spring.

341 Child and Adolescent Development (3)

A study of prenatal development and infancy, the physical growth, development of motor abilities, and language and thought of the child and adolescent; children's play and interests, adolescent interests, emotional factors, parent-child relationships; and psychosocial development. Field experiences are included. Required of all prospective teachers. Prerequisite: Psychology 222. Offered in the fall, spring, and summer.

351 Elementary Education Curriculum (3)

A study of the development, philosophy, and goals of the K-6 school with particular attention paid to the curriculum, organizational patterns, and classroom management. Emphasis is placed on planning and evaluating developmentally appropriate experiences for children aged five through twelve, including those with special needs. Field experiences are included. Prerequisite: Education 221. Offered in the spring.

352 Middle Grades Curriculum (3)

A study of the development, philosophy, and goals of the 6-9 school with particular attention paid to the curriculum, organizational patterns, and classroom management. Emphasis is placed on planning and evaluating appropriate experiences for preadolescent and early adolescent students aged twelve through fourteen or fifteen. Field experiences are included. Prerequisite: Education 221. Offered in the spring.

373 Exceptional Children (3) (Psychology 373)

A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course includes an examination of current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher. Prerequisite: Psychology 222. Offered in the fall and summer.

385 Curriculum Trends in K-12 and Secondary Education (3)

A course designed for K-12 and secondary majors incorporating curriculum trends in education. Special emphasis is placed on emerging technology and uses of the computer for instructional programming; exceptional children including legal issues, discussion of mild disabilities and giftedness and instructional modification. Attention is paid to developing and improving writing skills through the integration of course content with written assignments. A 20 hour field experience is included to give the students the opportunity to observe current trends in the public school setting. Required for secondary licensure. Offered in the fall.

400 English/Language Arts (6)

A course emphasizing an integrated approach to English/Language Arts instruction. Developmental theory, diagnostic-prescriptive teaching approaches and both formal and informal assessment models are utilized in building and understanding the purpose and structure of the English/Language Arts program at the K-9 level. The role played by reading and writing in the curriculum as well as instructional techniques for the content areas are investigated. Literature for children and young people is read and evaluated, with special attention being paid to the integration of quality literature throughout the entire curriculum.

431 Educational Psychology (3)

A study of the application of psychological principles to teaching and learning. Theories of learning, principles of motivation, intelligence, learning styles, teaching

models, diagnostic techniques, student assessment, and research methods are studied. Also considered are the implications for education of multicultural diversity. Throughout the course, emphasis is placed on using and learning to teach problem-solving strategies. Prerequisite: Psychology 222. Offered in the fall and spring.

432 Practicum (1)

A course designed to give secondary and K-12 majors an opportunity to observe, assist, and teach in the public schools. Offered in the fall and spring.

435 Mathematics for Elementary Education (2)

Techniques and methods for teaching mathematics to young children are explored. Special emphasis is given to the use of three-dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one correspondence, and use of cardinal and ordinal numbers. Laboratory work provides a deeper understanding of mathematical concepts and also experiences with methods and materials appropriate for classroom teaching. Prerequisites: Math 111 and 203 or equivalent. Required for elementary education licensure. Offered in the spring as part of the student teaching semester.

441 Teaching Reading in the Middle and Secondary School (3)

A survey course that considers the nature of reading and a variety of strategies and materials for teaching reading in the content areas. Field experiences in schools constitute part of the course requirements. Required for middle grades and secondary licensure. Offered in the spring as part of the student teaching semester.

448 Social Studies for Elementary Education (2)

A study of the development of multidisciplinary basic social studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, techniques for developing classroom experiences that encourage social growth, cultural awareness, independence, and a personal value system. Required for elementary education licensure. Offered in the spring as part of the student teaching semester.

449 Social Studies for Middle Grades Education (2)

An integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for prospective teachers of preadolescent and early adolescent students. Emphasis is placed on the structure and process of the social studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a general teaching model, evaluating behavioral changes, and selecting and utilizing teaching materials, specialized equipment, and resources. Required for middle grades licensure. Offered in the spring as part of the student teaching semester.

450 Science Curriculum, Methods, and Materials for Elementary Education (2)

A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of natural and human field resources, and evaluation and integration of science concepts and skills into the total learning environment for young children. Required for elementary education certification. Offered in the spring as part of the student teaching semester.

453 Effective Teaching Strategies (Secondary and K-12) (3)

A study of the general methods, techniques, practices, instructional materials, and teaching strategies appropriate for secondary and K-12 teaching. Required for secondary and K-12 licensure. Offered in the spring as a part of the student teaching semester.

454 Student Teaching Seminar (3)

A series of seminars and workshops on such topics as problem-solving, classroom management, substance abuse, legal matters, professional ethics, and other issues pertinent to the needs of student teachers. Offered in the fall and spring.

455 Educational Technology Foundations (3)

A study of the foundations and application of technology in the educational setting both as an instructional tool for students and as a professional tool for educators. A lab component is part of the course. Offered in the fall.

456 Practicum (Elementary Education and Middle Grades) (3)

The practicum is a 150-hour field experience taken during the fall semester of the senior year by all K-9 majors in conjunction with methods courses. Students observe, assist, and carry out instruction in a public school classroom under the supervision of cooperating teachers and education faculty members. Prerequisites: 2.5 GPA and grades of C or better in all professional education courses. Offered in the fall.

457 Student Teaching (Elementary and Middle Grades) (6)

Student teaching is a ten-week full-time experience designed for the spring of the senior year. The student teacher observes, assists, and ultimately takes charge of regularly scheduled classes in a school. Members of the Professional Education faculty and cooperating teachers supervise and evaluate the student teacher. Prerequisites: GPA of 2.5 and grades of C or better in all professional courses (including the concentration area), satisfactory completion of the practicum, and admission to student teaching. Offered in the spring.

458 Student Teaching (Secondary, K-12, and Vocational) (6)

Student teaching is conducted on a full-time basis during the final ten weeks of the second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher participates in planning and evaluative sessions with the education faculty and others concerned. Members of the Professional Education faculty, subject matter specialists,

and cooperating teachers work together in the assignment and supervision of the student teacher. Prerequisites: Grades of C or better in all professional educational courses (including the major), a GPA of 2.5 or better, and admission to the student teaching phase of the teacher education program. Offered in the spring.

502 The Middle School (3)

A course designed to provide middle grades majors with the opportunity to study and discuss the middle school concept and its implications for teachers. The topics addressed include the history and rationale underlying middle and junior high schools; the various organizational patterns employed; collaboration with colleagues, administrators, and support personnel; adviser-advisee programs; exploratory experiences; working with special needs students; parent involvement; and utilizing community resources. Seniors and A-then-G students take this course as one of the block courses that precede student teaching. Spring only.

■Psychology and Sociology

Professors: Dr. Cogdill, Dr. Davenport, Dr. Taylor (Chair), Dr. Wallace
Associate Professors: Dr. Calloway, Dr. Davenport, Dr. Hatcher, Dr. Kendrick, Dr. Hunt, Dr. Enzor
Adjunct Instructors: Dr. Karen Smith, Mr. Bruce Powers, Mr. Richard Rabon, Dr. John Thomason, Mr. David Dermott
Adjunct Clinical Instructor: Mr. Headen

Requirements for a Major in Psychology (CIP 42.0101)

Forty semester hours of courses in the major including Psychology 222, 260, 330, 364, 368, 369, 461, 463 and 480; four psychology electives chosen from additional psychology offerings; Mathematics 160; and eight semester hours of science (Biology 111 and 112 strongly recommended) are required. No more than nine hours may be earned through practicum courses. Psychology 222 is a prerequisite to all other psychology courses.

Students considering graduate study for work in clinical or counseling psychology should take additional work in biology and sociology. Anyone planning work in experimental psychology should elect additional courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial fields of psychology should elect Business Administration 331 (Management) and Economics 454 (Labor Economics).

Requirements for Psychology minor are (twenty-one hours) Psychology 222, 260, 330, 364, 368, 461, and one elective.

Psychology Course Listing (PSYC 000)

Note: Psychology 222 is a prerequisite to all other psychology courses. Psychology 222 is not recommended for Freshmen.

222 General Psychology (3)
A study of the various fields of psychology, the developmental process, learning, motivation, emotion, frustration and adjustment, attention and perception, memory and cognition, group dynamics, and abnormal behavior. Attention is given to the application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers. Psychology 222 is a prerequisite to all psychology courses. Offered in the fall, spring, and summer.

232 Social Psychology (3) (Sociology 232)
A study of the way individuals' thoughts. feelings, and behaviors are influenced by others. Topics for consideration include the manner in which status and role characteristics affect personality, the behavior of small groups, group pressure on individual judgment, leadership, crowd behavior, affiliation, and aggression. Offered in the spring.

260 Developmental Psychology (3)

A study of the course of human development from conception to death, including physical, moral, cognitive, emotional, and social development. Normal developmental tasks are also examined. Offered in the fall.

266 Statistics I (3) (Math 160)

325 Psychological Disorders of Childhood and Adolescence (3)

A study of the causes and treatment of various psychological disorders of childhood and adolescence, for example, anxiety disorders, depression, childhood schizophrenia, and autism. Offered in the fall.

330 Research Methods in Behavioral and Social Sciences (4) (Sowk 330)

An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course. Prerequisites: Math 160 and CIS 125. Offered in the fall and spring.

364 Psychology of Human Relations (3)

A study of factors which affect human relationships, e.g. family of origin, personal values, parenting styles, making choices, personal growth, and sex roles. Offered in the fall and spring.

365 Industrial Psychology (3)

A study of psychological principles as applied to business and industry, to employer-employee relationships, and to producer and consumer behavior. Offered on demand.

368 Psychology of Learning and Cognition (3)

A survey of the major concepts and experimental methods for studying learning and cognition. Offered in the spring.

369 Physiological Psychology (3)

A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems are stressed. Offered in the fall and spring.

372 Perception (3)

A study of the organizing principles of perception. Topics such as perception of movement, depth, taste and smell, form, color, and illusions are examined.

373 Exceptional Children (3) (Education 373)

A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course will include an examination of current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher. Offered in the fall and summer.

430 Advanced Research (3)

A seminar course designed to give students experience in evaluating literature, planning and conducting research, and technical writing aimed at publication. Emphasis will be on gaining mastery of topics by extensive literature review and on gaining critical thinking skills necessary for scientific inquiry. Prerequisites: a grade of C or better in Psyc 330 and Math 160 (CIS 125 is preferred but not required). Instructor permission is required. Offered in the spring.

461 Abnormal Psychology (3)

A survey of the major forms of abnormal behavior of children and adults, with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisites: Nine semester hours of psychology. Offered in the spring.

463 Educational and Psychological Testing (3)

A study of the principles of educational and psychological testing in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests through using test manuals and the tests themselves. The application of these tests to educational and psychological measurement is addressed. Offered in the spring.

471 Clinical Psychology (3)

A survey of the field of clinical psychology, with emphasis on the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: Psychology 364 and 461. Offered in the fall of even years.

475 Theories of Personality (3)

A survey of the major personality theories ranging from Freud's theory to Existentialism. This is a seminar for psychology majors or minors only. Offered every odd year in the fall.

480 History of Psychology (3)

A study of the important figures, concepts, schools, and systems of psychology from the early Greek philosophers to the present. Offered in the fall.

490 Practicum: Mental Retardation (3)

A practicum in a setting for the developmentally disabled or an institution for the mentally retarded. At the institution, students are given the opportunity to become involved in various programs that allow for the practical application of coursework. Supervision is arranged through the staff of the institution and the faculty at Campbell. The student participates in a seminar and also writes a paper concerning his or her experiences. Offered in the fall and spring.

492 Practicum: Techniques in Counseling (3)

Work for approximately a half-day per week in an applied setting with a mental health counselor, public school counselor, probation officer, or psychologist. Students also

participate in an on-campus seminar involving readings and discussions of various aspects of counseling. They write papers related to an aspect of counseling and their work experiences. They also develop and write papers concerning their philosophy and theory of counseling. Supervision is jointly arranged by the staff of the applied setting and the faculty. Offered in the spring.

497 Internship (6)

Full-time work for selected upper class students in a human services setting during a summer session. The students are supervised by the staff of the institution and Campbell faculty and are involved in activities with a staff psychologist or mental health counselor at the respective institution or agency. Offered in the summer.

499 Directed Study (3)

A directed study designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his or her primary field of interest. Permission must be obtained from the instructor, chair, and dean.

Sociology Course Listing (SOCI 000) (CIP 45.1101)

Please Note: Although the School of Education does not offer a major or minor in Sociology, the courses listed below fill General College Curriculum and other requirements and may also be taken as electives.

225 Principles of Sociology (3)

A study of human social interaction and society. Specific topics include cultural variations, societal institutions, collective behavior, and demographics. Offered in the fall and spring.

226 Social Problems (3)

The nature and extent of social problems in contemporary life examined in terms of causes and constructive methods of prevention and treatment. Offered in the fall.

232 Social Psychology (3) (Psychology 232)

A study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality, the behavior of small groups studied experimentally, group pressure on individual judgement, rumor, leadership, crowd behavior, and social movement. Offered in the spring.

340 The Family (3) (Religion 340)

A socio-cultural study of the family as an institution with emphasis on the family in its current cultural setting. Topics studied include family dynamics as they arise in the family life cycle. The religious dimension of the family is explored. Prerequisite: Religion 101.

344 Sociology of Religion (3) (Religion 344)

An investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion are explored.

345 Human Diversity (3) (Social Work 345)

A study of the biological, psychological, social, and cultural dimensions of human diversity. All elementary and middle grades education majors must complete this course.

359 Juvenile Delinquency (3)

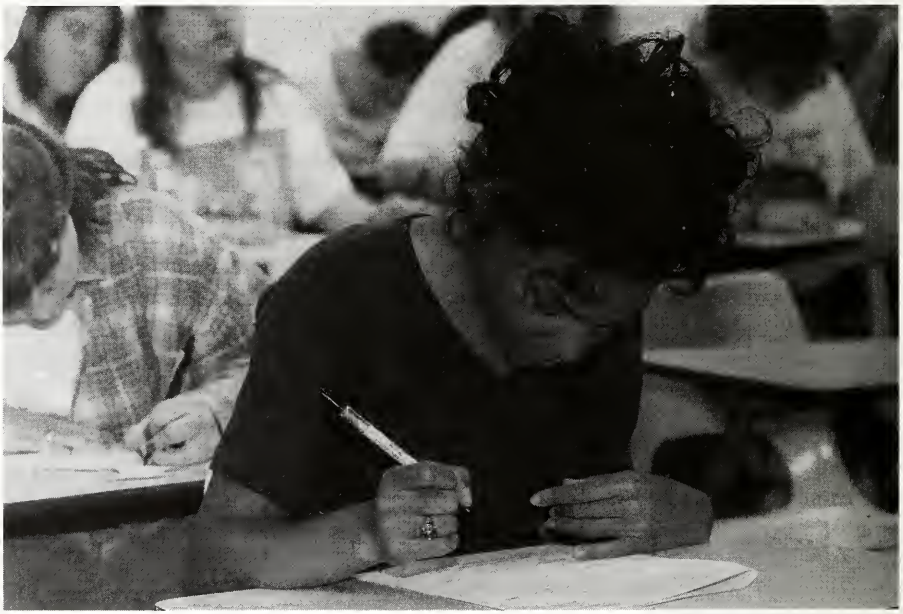
A study of delinquency as a form of socially deviant behavior. Its definition and extent, the limitations of statistics, theories of causation, the delinquent subculture, prevention, and treatment are explored.

360 Gerontology (3)

A study of the biological, sociological, psychological, and behavioral changes occurring in later life, from the standpoint of both the individual and society.

450 Women In Our Culture (3) (Family and Consumer Sciences 450)

A course examining the major contributions of women to society and culture. This course encourages students to become knowledgeable about the influence of women on a global level regarding law, public policy, education, architecture, furniture, politics, employment, the economy, religion, health, medicine, and the media. Open to all students.



■Religion and Philosophy

Professors: Dr. Cogdill, Dr. Powers, Dr. Martin, Dr. Wallace
Associate Professors: Dr. Jonas (Chairman); Dr. Penny
Assistant Professor: Dr. Ballard
Professor Emeritus: Dr. Keyser
Adjunct Faculty: Dr. Whiteman, Dr. Simmons, Mr. Melton

Objectives of the Religion and Philosophy Department

A. To offer required courses in the basic curriculum designed to acquaint students with their Judeo-Christian and Western philosophical heritage.

B. To offer advanced elective courses in religion, Christian ministries, and philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interest.

C. To offer concentrations and/or minors in religion and philosophy for those students who have more intense personal and academic interests in such areas of study.

D. To offer a Bachelor of Arts degree with majors in religion, religion and Christian ministries, and religion and philosophy as pre-seminary and/or pre-vocational preparation for students entering a religious or church-related vocation or otherwise desiring to major in religion.

Religion/Philosophy and the General College Curriculum

Candidates for degrees requiring three hours of religion must take RELG 101 or 125.

Candidates for degrees requiring six hours of religion must take RELG 101 or 125 and a second course chosen from the 200- and 300-level religion courses. (An exception is religion majors, who will normally satisfy this requirement by taking RELG 202 and 212.)

Religion and/or philosophy courses count toward fulfilling the social science/humanities requirement of six hours. Moreover, PHIL 221 (Logic) can count as three of the six hours required in mathematics. Philosophy courses do not count toward fulfilling the religion requirement unless they are cross-listed as religion.

Church-Related Vocations Scholarship Requirements

All students receiving scholarships from Campbell University because of their church-related vocations commitment are required to take an average of one religion course each semester while enrolled at the University. Students should see the Dean of Admissions for further information concerning such scholarships. A $500.00 scholarship per semester is available to all students declaring religion as a major. A $250.00 scholarship per semester is available to students declaring religion as a minor.

Requirements for a Major in Religion (CIP 38.0101)

Some students who major in religion will choose to follow a general course of study. Such students will complete a curriculum which consists of thirty-four hours of religion beyond the General College Curriculum requirements. Students on the general religion track normally will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum religion requirement and must take PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/ humanities requirement. Students in this curriculum are required to complete the following:

A. A departmental core of nine semester hours beyond the General College Curriculum, consisting of RELG 202 Old Testament Survey, RELG 212 New Testament Survey, 222 Christian Beliefs, 224 Christian Ethics, and 226 Spiritual Formation for Ministry. (RELG 202 and 212 will normally be used to satisfy the General College Curriculum.)

B. Three semester hours from each of the following areas:

1. Biblical Studies: RELG 302 Prophetic Literature, 304 Poetic and Wisdom Literature, 313 Teachings of Jesus, 314 Paul, and 317 John.

2. Historical Studies: RELG 334 American Christianity, 335 Baptist History, 336 General Church History.

3. Theological Studies: RELG 321 Contemporary Theology, 323 Philosophy of Religion, 324 Ancient and Medieval Theology/Philosophy, 325 Modern Theology/Philosophy.

4. Religion and Society Studies: RELG 340 Family, 344 Sociology of Religion.

C. Nine additional hours of religion (at least three-hours of which must be a 300-level course).

D. RELG 402 Senior Seminar.

Requirements for a Major in Religion and Christian Ministries (CIP 39.0201)

Some students will desire to combine their interests in the above-mentioned academic areas with specific preparation for church-related ministries. A Religion and Christian Ministries curriculum is available to give students some basic preparation in pastoral ministry, youth ministry, education ministry, and missions ministry. (Programs in church music are also available through the Department of Music.) Students normally will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum religion requirement and must take PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/humanities requirement.

Religion and Christian Ministries students are required to complete the following:

A. A departmental core of nine semester hours beyond the General College Curriculum, consisting of RELG 202 Old Testament Survey, RELG 212 New Testament Survey, 222 Christian Beliefs, 224 Christian Ethics, and 226 Spiritual Formation for Ministry. (RELG 202 and 212 will normally be used to satisfy the General College Curriculum.)

B. Three semester hours from each of the following areas:

1. Biblical Studies: RELG 302 Prophetic Literature, 304 Poetic and Wisdom Literature, 313 Teachings of Jesus, 314 Paul, and 317 John.

2. Historical Studies: RELG 334 American Christianity, 335 Baptist History, 336 General Church History.

3. Theological Studies: RELG 321 Contemporary Theology, 323 Philosophy of Religion, 324 Ancient and Medieval Philosophy, 325 Modern Theology/Philosophy.

4. Religion and Society Studies: RELG 340 Family, 344 Sociology of Religion.

C. Nine hours chosen from RELG 228 Missions Ministry; 261 Education Ministry; 360 Pastoral Ministry; 362 Youth Ministry; Music 427 Music for Children, or 428 Music for Youth and Adults, or 429 Church Music Administration, or 437 Hymnology; THEA 301 Theatrical Production in Church Environment.

D. RELG 402 Senior Seminar.

Requirements for a Major in Religion and Philosophy (CIP 38.999)

Students who choose to major in religion and philosophy are required to take eighteen hours of religion beyond the General College Curriculum requirement (normally satisfied by taking RELG 202 Old Testament Survey and RELG 212 New Testament Survey) and nineteen hours of philosophy, including PHIL 121 Introduction to Philosophy (which also satisfies three hours of the social science/humanities requirement in the General College Curriculum). The Religion and Philosophy major will complete the following requirements:

A. A departmental core of nine semester hours beyond the General College Curriculum, consisting of RELG 202 Old Testament Survey, RELG 212 New Testament Survey, 222 Christian Beliefs, 224 Christian Ethics, and 226 Spiritual Formation for Ministry. (RELG 202 and 212 will normally be used to satisfy the General College Curriculum.)

B. Three semester hours from each of the following areas:

1. Biblical Studies: RELG 302 Prophetic Literature, 304 Poetic and Wisdom Literature, 313 Teachings of Jesus, 314 Paul, and 317 John.

2. Historical Studies: RELG 334 American Christianity, 335 Baptist History, 336 General Church History.

3. Religion and Society Studies: RELG 340 Family, 344 Sociology of Religion.

C. Twelve hours of philosophy including PHIL 221 Logic, 323 Philosophy of Religion, 324 Ancient/Medieval Philosophy/Theology, 325 Modern Philosophy/Theology. (Philosophy 121 Introduction to Philosophy must be taken and will normally be counted toward the social science/humanities requirement in the General College Curriculum.)

D. PHIL 402 Senior Seminar.

Other Departmental Requirements for Majors

A. Residence requirement: All students majoring in religion are required to complete a minimum of eighteen hours of advanced courses at Campbell.

B. Grade point average requirements for graduation: The major must have an overall average of "C" or better for each of the following categories of courses: all work attempted; all work attempted at Campbell; all religion courses attempted; all religion courses attempted at Campbell.

C. English requirement: Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

Requirements for a Minor/Concentration in Religion or Philosophy

A minor/concentration is offered in religion and philosophy. Students must complete eighteen hours beyond the General College Curriculum requirements, with nine hours numbered 300 and above. Courses are to be chosen under the guidance of the department chairman or a religion faculty adviser.

Religion Course Listing (RELG 000)

101 Introduction to the Bible (3)

A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. Religion 101 or 125 is prerequisite to all other religion courses (except for Religion majors, who normally begin with 202 and 212).

125 Introduction to Christianity (3)

A study of the biblical foundations, historical development, and traditional beliefs and practices of Christianity and its impact on Western culture and on the lives of those who embrace it. Religion 101 or 125 is prerequisite to all other religion courses (except for Religion majors, who normally begin with 202 and 212).

200 Special Topics in Ministry (3)
Special topics related to the practice of Christian ministry are explored.

202 Old Testament Survey (3)
A survey of the Old Testament designed to introduce the student to the history, literature, and religion of ancient Israel.

212 New Testament Survey (3)
A survey of the literature of the New Testament in the context of the early Christian church.

222 Christian Beliefs (3)
A systematic study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, faith, Christ, Holy Spirit, history, evil, and eschatology.

224 Christian Ethics (3)
A study of the Judeo-Christian heritage in ethics with attention to its Biblical and theological foundations. In addition, there will be an examination of how Christian ethics bears upon various contemporary moral issues.

226 Spiritual Formation for Ministry (3)
A study of the history, theology, and practice of the Christian ministry. Attention is given to the concept of "call" and to deciding upon a specific area of church-related vocation.

228 Missions Ministry (3)
A study of the history and practice of Christian missions with special emphasis on contemporary philosophies and practices of missions.

251 World Religions (3)
A survey of the major religions of the world.

261 Education Ministry (3)
A leadership approach to the administrative task. The course offers an introduction to principles which should be employed by those who hold church leadership responsibilities.

302 Prophetic Literature of the Old Testament (3)
A study of selected prophets in their historical contexts. Prerequisite: RELG 202.

304 Poetic and Wisdom Literature (3)
A study of Old Testament poetic and wisdom literature in its cultural setting with special emphasis on the Psalms. Prerequisite: RELG 202.

313 Teachings of Jesus (3)
A study of the message of Jesus recorded in the first three Gospels with special attention given to the Sermon on the Mount and the parables of Jesus. Prerequisite: RELG212.

314 Paul (3)

A study of Paul's life, letters, and thought based on the letters and Acts critically examined. Prerequisite: RELG 212.

317 The Gospel of John (3)

A study of the fourth Gospel through an extensive investigation of the book itself along with a special consideration of its historical setting and its meaning for today. Prerequisite: RELG 212.

321 Contemporary Theology (3)

A study of major nineteenth- and twentieth-century theologians beginning with Schleiermacher. Theological views discussed include: speculative idealism, liberalism, neo-orthodoxy, existentialism, and death of God theology. Prerequisite: RELG222.

323 Philosophy of Religion (3) (Philosophy 323)

An examination of basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language, and others. Prerequisite: RELG222 or PHIL 121.

324 Ancient and Medieval Theology and Philosophy (3) (Philosophy 324)

A historical survey of theology and philosophy, beginning with the ancient Greeks and extending through the Middle Ages. Treatment is given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine, and St. Thomas Aquinas. Prerequisite: RELG 222 or PHIL 121.

325 Modern Theology and Philosophy (3) (Philosophy 325)

A historical survey of theology and philosophy from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the Pietists, the rationalists, the empiricists, and Kant. Prerequisite: RELG222 or PHIL 121.

334 Religion in America (3) (History 334)

A study of the history, ideas, and influence of religion in America. Prerequisite: HIST 111-112.

335 Baptist History (3)

A study of Baptists, including their origins, history, principles, and practices.

336 General Church History (3) (History 336)

A historical study of the major movements and thoughts in the church. Prerequisite: HIST 111-112.

340 Family (3) (Sociology 340)

A socio-cultural study of the institution of the family as it exists in a cultural setting. Key emphasis is given to the American family system and the crucial issues that affect its welfare. Topics include mate selection, husband-wife relationships, marital interactions, marital disruption, and dual career marriages.

344 Sociology of Religion (3) (Sociology 344)

Investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion will be explored.

360 Pastoral Ministry (3)

A study of the multiple roles of the pastor, including preaching, worship leadership, and congregational care.

362 Youth Ministry (3)

A study of the social and spiritual development of young people. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. A library of resources for youth programs and projects will be developed for use by the student carrying out a comprehensive youth program in a local church.

402 Senior Seminar (4) (Philosophy 402)

Advanced investigation and research on selected topics in biblical studies, church history, theology, and philosophy. (Cross-lists as Philosophy 402 whenever seminar topic is appropriate.)

Philosophy Course Listing (PHIL 000)

121 Introduction to Philosophy (3)

An examination of basic philosophical issues which arise in the fields of ethics, political philosophy, theory of knowledge, philosophy of religion, and metaphysics.

221 Logic (3)

A study of proper procedures in reasoning. Attention is given to informal fallacies, Aristotelian logic, and modern symbolic logic.

323 Philosophy of Religion (3) (Religion 323)

An examination of differing views on basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language, and others.

324 Ancient and Medieval Philosophy and Theology (3) (Religion 324)

A historical survey of philosophy and theology, beginning with the ancient Greeks and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine, and St. Thomas Aquinas.

325 Modern Philosophy and Theology (3) (Religion 325)

A historical survey of philosophy and theology from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the Pietists, the rationalists, the empiricists, and Kant.

443 Medieval Political Thought (3) (Government/History 443)

A survey of the political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Occam am. There will be some analysis of Muslim and Jewish thinkers as well. Prerequisites: HIST 111 and GOVT 229.

445 Modern European Political Thought (3) (Government/History 445)

The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. Prerequisites: HIST 112 and G0VT229.

447 Ancient Political Thought (3) (Government/History 447)

A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: HIST 111 and GOVT 229.

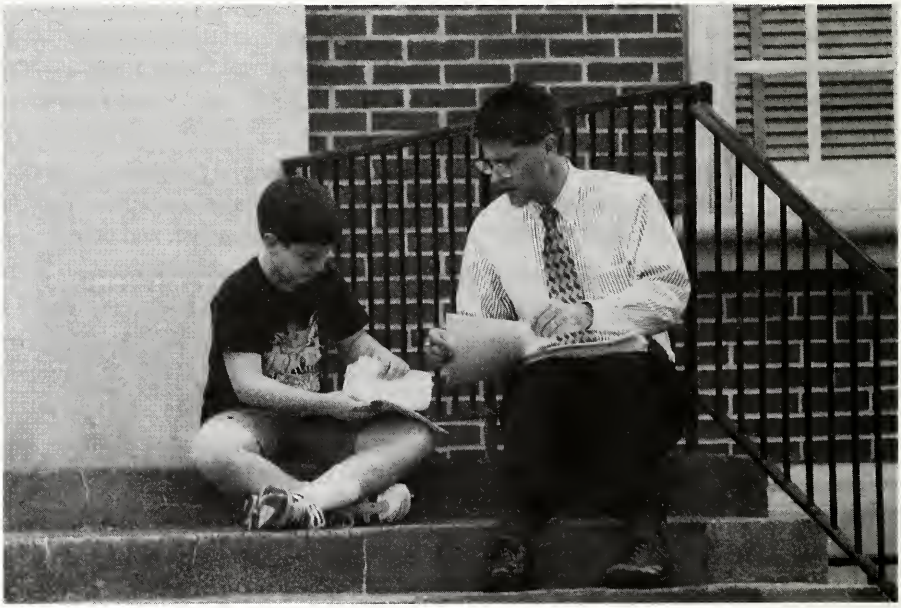
Greek Course Listing (GREE 000)

101-102 Elementary Greek (3,3)

A survey of the elements of Hellenistic (koiné) Greek grammar, illustrated systematically from the Greek New Testament.

201 Intermediate Greek (3)

Readings from the Greek New Testament with a review of grammar at the intermediate level. Prerequisites: GREE 101 - 102.



■Social Work

Professor and Chair of the Social Work Department: Dr. Kledaras
Assistant Professor: Ms. Nelson
Adjunct Instructors: Ms. Murphy, Ms. Kane

The social work program is accredited by the Council on Social Work Education. The social work major is designed to prepare students for entry-level generalist social work practice with individuals, families, groups, organizations, and communities.

Academic credit for life or previous work experience will not be given in lieu of courses prefixed SOWK nor for the social work field practicum. The major leads to the Bachelor of Social Work degree.

All candidates for a major in social work must be officially admitted to the social work program. The standards for admission to the program include:

1. Satisfactory progress and completion of the general college curriculum requirements, Social Work 201 and 290 with a grade of "C" or better.

2. Minimum grade point average of 2.25 on all work attempted.

3. Approval of faculty in the social work program.

Requirements for a Major in Social Work (CIP 44.0701)

Social Work 201, 290, 320, 321, 330, 340, 341, 350, 351, 480, 481, 490, and 491; Biology 112; Sociology 225, 340, and 345; and Psychology 222, 364, and 461. The required mathematics courses are Math 160 and CIS 125. Sociology 340 may be counted as Religion 340.

Upper level courses in social work are open only to normally admitted majors. Electives should be supportive of the major and approved in consultation with the social work faculty advisor.

Social Work Course Listing (SOWK 000)

201 Introduction to Social Work (3)
A course offering students, who think they would like to work with others, an opportunity to explore the field of professional social work and to assess their own aptitude and interest in a major in social work. Students planning careers in related professions such as criminal justice, ministry, or allied health may wish to learn about social work, as well. The course includes a brief history of the profession and an overview of major social welfare needs and services in the U.S. Problems which social workers encounter in their practice with individuals, families, groups, organizations, and communities are presented and a generalist problem-solving perspective is introduced. Students visit social work agencies and meet professional social workers. Offered in the fall and spring.

290 Early Field Experiences in Social Work (3)

A course designed for students exploring social work as a career choice. It is coupled with Introduction to Social Work (201) to provide an opportunity to observe the people, places, and processes of helping. Students are assigned to a human service agency for a minimum of 65 hours during the semester. Written requirements include a journal and descriptive agency analysis. Field faculty and students complete a written evaluation of performance in the agency setting. Prerequisites: 2.0 GPA, and permission of the Field Coordinator. Students must apply by March 15th for the fall semester and by October 15th for the spring semester. It is recommended that SOWK 201 be taken and completed with a grade of C or better prior to taking SOWK 290. Offered in the fall and spring.

320 Social Work Practice Methods I (3)

A course for exploring the dynamics of the helping process, with opportunities to practice skills, gain knowledge, and integrate personal and professional values in the helping relationship. A problem-solving model is presented for generalist practice with individuals and families. Prerequisite: Formal admission to the major. Offered in the fall.

321 Social Work Practice Methods II (3)

A course providing opportunities for students to become knowledgeable about and skillful in professional helping relationships with groups, organizations, and communities. The problem-solving method is utilized in depth and skills for working with diverse populations are strengthened and expanded. Prerequisites: Formal admission to the major and completion of SOWK 320 and SOWK 350. Offered in the spring.

330 Research Methods in Behavioral and Social Science (4) (Psychology 330)

A course providing an introduction to basic research methods. Emphasis is placed on the student's ability to locate and understand scholarly articles, and to conduct elementary research for social work practice, including single case system designs, brief surveys, and simple program evaluation, as well as the preparation of the research report. This is a laboratory course. Prerequisites: Formal admission to the program and completion of Mathematics 160 and CIS 125 . Offered in the fall.

340 Social Welfare History and Systems (3)
341 Social Welfare Systems and Services (3)

Two courses focusing on historical, economic, political, and philosophical foundations of American social welfare policy. In the first semester the origins of social welfare and the history of social welfare and social work in the United States are presented. Concepts important to understanding social welfare policy and delivering services to clients of various backgrounds and differing life experiences are studied, including that of social justice in the light of our Judaeo-Christian heritage. The impact of discrimination in American history is assessed, with a consideration of how societal inequities might be remedied. In SOWK 341 students engage in social policy analysis, in the study of social welfare systems and services, and formulate social policy recommendations in the

form of written legislative testimony. Social welfare services are studied, with application to specific case situations. Students are introduced to an overview of the legal system, and to the legislation and regulations pertinent to social work generalist practice. Prerequisite: Formal admission to the program, and completion of Sociology 225. Offered in the fall and spring respectively.

345 Human Diversity (3) (SOCI 345)

A study of the biological, psychological, social, and cultural dimensions of human diversity. All elementary and middle grades education majors must complete this course. Offered in the spring.

350-351 Human Behavior in Social Environment (3,3)

Two courses presenting an ecological perspective on the development and functioning of individuals, families, structured groups, communities, and organizations. The dual perspective of the developing individual over the life course and the environmental processes provides the framework for understanding human behavior. Emphasis is placed on life transitions and events, diverse social environments, contexts that support or inhibit human development, functioning, and variations in development, and functioning which arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, socioeconomic status, and rural/urban differences. Prerequisites: Formal admission to the program, and completion of Biology 112, Sociology 225 and Psychology 222. Offered in the fall and spring respectively.

360 Topics in Social Work (1-3)

An upper-level elective open to majors and to selected junior or senior non-majors with approval of the instructor. Topics vary from semester to semester and the course may be repeated for credit with different topics. Topics in the past have included social work with older persons, social work with women, and social work with alcohol and drug dependent clients and families. Offered as needed.

480-481 Practice Seminar (3,3)

A practice seminar directed toward helping the student integrate field and classroom experiences and to strengthen understanding and application of generalist practice, social work research knowledge and skills, and ability to work with diverse populations in a variety of settings. Enrollment must be concurrent with SOWK 490 and SOWK 491. Offered in the fall and spring respectively.

490-491 Field Practicum I and II (6,6)

Social work practice in an approved agency under MSW supervision for a minimum of 450 clock hours, 225 hours each semester. Students are responsible for expenses and must possess a valid North Carolina driver's license and motor vehicle insurance. A completed request for placement must be turned in to the Field Coordinator by midterm of the semester prior to placement. Prerequisites for SOWK 490 and 491: Completion of all Social Work courses. Offered in the fall and spring respectively.

■Theatre Arts

Assistant Professors: Mr. Heno (Chairman), Mr. Larson

Students wishing to major in Theatre Arts have the option of choosing from three areas of concentration: performance (acting, directing, musical theatre, theatre history/ research), technical production (design, technical direction, or stage management), or Drama and Christian Ministry.

Candidates for graduation must have an overall "C" average in all college work attempted and a minimum grade of "C" in each course required in the major.

Acting, directing, and musical theatre students must take the following courses in sequence: 241, 341, 242, and 342.

Theatre Arts Curriculum (performance track)

In addition to the General College Curriculum, the following courses are required of all Theatre Arts majors in the performance track (Acting Emphasis): THEA II 3, 13 1, 220, 221, 224, 225, 226, 227, 228, 229, 230, 231, 241, 242, 321 or 323 or 328, 331, 332, 341, 342, 441. In addition 12-18 hours of theatre arts electives are required.

In addition to the General College Curriculum, the following courses are required of all Theatre Arts majors in the performance track (Directing Emphasis): THEA 113, 131, 220, 221, 224, 225, 226, 227, 228, 229, 230, 231, 241, 242, 292, 320, 321, 323, 331, 332, 341, 342, 442. In addition 6-12 hours of theatre arts electives are required.

In addition to the General College Curriculum, the following courses are required of all Theatre Arts majors in the performance track (Musical Theatre Emphasis): THEA 131, 141, 144, 220, 221, 224, 225, 226, 227, 228, 229, 230, 231, 241, 242, 251, 331, 332, 341, 445, MUSC 101, 102, 103, 104, 132, 133, 171, 173, 221.

In addition to the General College Curriculum, the following courses are required of all Theatre Arts majors in the performance track (Theatre History/Research Emphasis): THEA 131, 220, 221, 224, 225, 226, 227, 228, 229, 230, 231, 241, 242, 251, 331, 332, 341, 431, 460, 462, and one course selected from 321 & 320, 323, or 328. In addition, 9- 12 hours of theatre arts electives are required.

Theatre Arts Curriculum (technical production track)

In addition to the General College curriculum, the following courses are required of all Theatre Arts majors in the technical production track (Technical Direction Emphasis): THEA 131, 220, 221, 223, 224, 225, 226, 227, 228, 229, 230, 231, 241, 242, 320, 321, 322, 323, 328, 331, 332, 422, 470. In addition 9 hours of theatre arts electives.

In addition to the General College curriculum, the following courses are required of all Theatre Arts majors in the technical production track (Design Emphasis): THEA 131, 220, 221, 223, 224, 225, 226, 227, 228, 229, 230, 231, 241, 242, 320, 321, 322, 323, 328, 331,

332, 421, 470. In addition 9 hours of theatre arts electives and 6 hours of art electives are required.

In addition to the General College curriculum, the following courses are required of all Theatre Arts majors in the technical production track (Stage Management Emphasis): THEA 131, 220, 221, 224, 225, 226, 227, 228, 229, 230, 231, 241, 242, 292, 320, 321, 323, 329, 331, 332, 423. In addition 12-18 hours of theatre arts electives are required.

Drama and Christian Ministry Curriculum In addition to the General College Curriculum, the following courses are required of all Drama and Christian Ministry majors: THEA 113, 131, 220, 221, 224, 225, 226, 227, 228, 229, 230, 231, 241, 242, 301, 331, 332, 342, 444, RELG 202 or 212, 222, 224, 340 or 344, 362, plus one 3 hr religion course; MUS 429 or 437; 9 hours of THEA electives.

Theatre Arts Minor The following courses are required for a minor in Theatre Arts: THEA 131, 220, 221, 224, 225, 226, 227, 241, 242, 331 or 332, six hours of THEA electives, plus acting in or crewing at least one production.

Theatre Arts Course Listing (THEA 000)

113 Vocal Performance (3)
A basic course in vocal production designed for the development of a more efficient and pleasing voice for actors, radio and television announcers, lawyers, and those desiring vocal improvement. Special attention is given to relaxation, breathing, vocal gesture and emotion, and the process of verbalization.

114 Dialects for the Actor (3)
This course is designed to assist the actor in developing techniques used for creating different dialects required for performance of certain works of dramatic literature.

115 Public Speaking (3)
A study of the principles of oral communication designed to increase a student's skill in presenting ideas through speech, and developing vocal, physical, critical, and analytical skills through actual speech performance.

131 Iintroduction to Theatre (3)
A broad survey of theater from its origins to modem times.

132 Theatre Lab (1)
An optional lab to accompany THEA 13 1. Requires work on current productions.

141 Introduction to Dance - Ballet (2)
Introduction to the vocabulary, techniques, and theories of ballet. Emphasis on body alignment and effective methods for gaining strength and flexibility necessary for proper ballet training. (Exercise science elective)

142 Introduction to Dance - Jazz (2)

Introduction to the basics of jazz dancing. Emphasis on various contemporary jazz techniques and styles beginning with a warm-up and ending with a center floor combination. Introduction to staccato and lyrical movements, musicality and individual artistry. (Exercise science elective)

143 Introduction to Dance (2)

Introduction to formalized movement: analysis and practice of action in time and space use of dynamics, body toning, alignment, flexibility, strength, and coordination. (Exercise science elective)

144 Introduction to Dance - Tap (2)

Introduction to the basics of tap dancing. This course focuses on exercises that will develop one of the most exciting classic American dance styles. Tap is a theatrical art form that will help the student develop rhythmic balance and coordination. (Exercise science elective)

145 Ballet II (*Pointe*) (2)

An advanced course studying the vocabulary, techniques, and theories of ballet. Emphasis on body alignment and effective methods for gaining strength and flexibility necessary for proper ballet training. Pointe training. Prerequisite: THEA 141 or permission of instructor. (Exercise science elective)

220 Stagecraft Lab (1)

A required lab to accompany THEA 221. Requires work on current productions.

221 Stagecraft (3)

An applied study of the fundamentals of technical theatre, including scenic construction, painting, properties, and rigging. A working knowledge of tools and materials will be developed in a laboratory situation. Concurrent enrollment in THEA 220 required.

222 Drawing and, Rendering for the Stage (3)

A course specializing in drawing, sketching and rendering for the theatre.

223 Computer Assisted Drafting and Design (3)

A course in computer assisted drafting and designing for the stage. Basic tasks including drawing lines and shapes, polygons, curves, and freehand objects; drawing objects and shapes. From there we progress into flats, platforms, and other pieces of scenery working up to floor plans, front elevations and working drawings. Basic familiarization with ClarisDraw and MiniCad applications. THEA 221 or 222 prerequisite.

224, 225, 226, 227, 228, 229, 230, 231 Theater Practicum (.5,.5,.5,.5,.5,.5,.5,.5)

Each Theatre Arts major and Drama and Christian Ministry major is required to participate in the theatrical productions of the department every semester. Assignments will be made for the practical applications of basic theater skills.

241 Acting (3)

Teaching the actor to use the fundamental tools of the craft- his voice, body and imagination- through exercises, improvisations, and simple character development.

242 Directing (3)

An introductory course in stage directing. Particular attention is given to script analysis and the visual aspects of its implementation.(Prerequisite: THEA 241 and THEA 341)

251 American Musical Theatre (3)

This course is an introduction to the unique genre of Musical Theatre in America. This course will survey the history and development of the musical theatre from early Broadway productions such as The Black Crook in 1866, to the recent box office smashes such as Cats, Les Miserables, Phantom of the Opera, Jekyll and Hyde, The Lion King, and Ragtime.

261 Playwriting (3)

An introductory course in the writing of plays. Particular attention is given to dramatic structure. Each student will write scenes and a one-act play. Some development of a full length script will be explored.

271 Stage Makeup (3)

A basic study of the design principles and application of stage makeup.

272 Puppetry (3)

An introductory course in the creation and manipulation of puppets and creation of scripts for puppet shows. Course will culminate with a publicly performed puppet show.

281 Summer Theatre Production (3)

This course offers classroom and hands-on work on a summer theatre production. Classroom work will center around basic technical operations, actor workshops, and specialty subjects as production needs demand.

282 Advanced Summer Theatre Production (3)

This course offers advanced hands-on work and supervisory positions on a summer theatre production. Includes acting, stage management, technical crew position work.

291 Theatre Management (3)

An introductory course in theatre management studying the fundamentals and methods of theatrical producing from community theatre level through professional theatre, business management, audience analysis, press relations and publicity, advertising, and audience engineering and psychology. Includes a project on a current main stage production.

292 Stage Management (3)

An introductory course in stage management familiarizing the student with the practices of the stage manager. Includes tasks required before rehearsals begin, during

readings and rehearsals, during production, and during post-production. Projects include assembly of a prompt book and associated paperwork.

301 Theatrical Production in a Church Environment (3)

A course designed to assist pastors and laypersons in the theatrical production techniques involved in presenting drama in the church. From script selection, auditions, rehearsals, technical design and construction, costuming, basic lighting, and production management.

320 Lighting Lab (1)

A required lab to accompany THEA 323. Requires work on current productions.

321 Scene Design (3)

An introduction to the basic principles and techniques of design in theory and application with a practicum in analysis, layout, drawing, and color. (Prerequisite: THEA 221)

322 Scene Painting (3)

This course is designed to introduce the student to the techniques and materials that form the foundation of traditional scene painting.

323 Stage Lighting (3)

A study of theatrical lighting design and equipment with a practicum in the use of lighting instruments, control systems, color media, production techniques, and lighting design. Concurrent enrollment in THEA 320 required.

324 Advanced CADD (3)

An advanced course in CADD involving perspective, rendering, and lighting design layout on the Macintosh computer. Involves use of the most current design and lighting applications. THEA 223 prerequisite.

327 History of Costume (3)

A course that explores the history of costume from ancient times to the present. Discover the influences on clothing development, including the influences placed on clothing design by architecture, wars, and fashion exploitation.

328 Costume Design (3)

A course emphasizing the design of costumes for the stage. Includes drawing, sketching, rendering of ideas for costumes and fabric selection.

329 Costume Construction (3)

A course that ranges from flat patterning and draping to the actual construction of costumes, craft work, dyeing and distressing.

331 Theatre History to 1800 (3)

A study of theatre history and dramatic literature from the Classical Greeks to 1800.

332 Theatre History from 1800 to the Present (3)
A study of theatre history and dramatic literature from 1800 to the present day.

341 Advanced Acting (3)
The study of character development and acting styles through the techniques of analysis, scene preparation, and performance. (Prequisite: THEA 241 or permission)

342 Advanced Directing (3)
An advanced course in directing. Attention is given to analysis of themes, structure, and style. (Prerequisites: THEA 241, THEA 341, and THEA 242)

343 Acting Styles (3)
A course designed to specialize the actor in one particular acting style, i.e.,Shakespeare, Greek, Restoration, etc. Taught in conjunction with the production of a period play utilizing this style. (Prerequisite: THEA 241 or permission)

345 Musical Theatre Styles (3)
A course designed to specialize in various musical theatre styles. (Prerequisite: THEA 241 or permission)

360 Stage Project (3)
A course designed to acquaint the student with proper methods in combat techniques used on stage. Students will study unarmed combat, broadsword and dagger, quarterstaff, foil and sabre techniques.

370 Advanced Design (2)
A course designed to offer the student advanced training in scenic, lighting, and costume design with a variety of projects entailing advanced design problems. (Prerequisite: THEA 221 and 321, 323, or 328)

421 Design Project (2)
An advanced course designed to offer the student, during the senior year, an opportunity to realize a design project for a one-act or main stage production under the supervision of the design faculty. (By permmission)

422 Technical Direction Project (2)
An advanced course designed to offer the student, during the senior year, an opportunity to realize a technical direction project for a one-act or main stage production under the supervision of the faculty technical director. (By permission)

423 Stage Management Project (2)
An advanced course designed to offer the student, during the senior year, an opportunity to realize a stage mangement project for a one-act or main stage production under the supervision of a faculty member. (By permission)

431 Theatre History/Research Project (2)
An advanced research project conducted in the senior year, under the supervision

of the directing faculty. (By permission)

441 Acting Project (2)

An advanced acting project in a major role in a one-act play or main stage production, performed in the senior year, under the supervision of the acting faculty. (By permission)

442 Directing Project (2)

A one-act play, directed in the senior year, under the supervision of the directing faculty. (By permission)

443 Creative Dramatics (3)

The study of improvisation and play as a stimulant for learning and development of creative imagination in children and young adults.

444 Drama and Christian Ministries Project (2)

An advanced project in a major role in the production of a Drama and Christian Ministries project performed in the senior year, under the supervision of the directing faculty.(By permission)

445 Musical Theatre Project (2)

An advanced acting project in a major role in a musical production, performed in the senior year, under the supervision of the directing faculty. (By permission)

460 Special Topics (3)

This is a course established at the request of a student and faculty member when special circumstances require examination of subject matter not otherwise included in the on-campus academic program. May include off-campus theatre tours to locations such as Washington, D.C., Chicago, New York, or London.

461 Internship (3)

This is a course usually taken during a student's third or fourth year. The student will be responsible for finding an appropriate theatre organization. Prerequisite: Must be a Theatre Arts Major or Drama and Christian Ministries Major, and have permission of the department.

462 Dramaturgy (3)

An independent study/project course allowing the advanced student the opportunity to serve as dramaturg for a theatrical production. Involves library and intemet research of a play, the playwright, and previous productions and critical responses. Student will work directly with the director and designers of a production.

470 Design Portfolio (2)

A course offering the design student the opportunity to assemble the products of their technical theatre courses into a portfolio necessary for interviews for graduate school and employment. Additional interview training will be offered. (By permission.)

481 Summer Theatre Production (3)

This course offers classroom and hands-on work on a summer theatre production. Classroom work will center around basic technical operations, actor workshops, and specialty subjects as production needs demand.

482 Advanced Summer Theatre Production (3)

This course offers advanced hands-on work and supervisory positions on a summer theatre production. Includes acting, stage management, technical crew position work.

■Trust Management

James Witherspoon, Director

Requirements for a Major in Trust Management (BBA) (CIP 52.0201)

ACCT 213, 214, 333; BADM 221, 222, 300, 314, 320, 336, 433, 435; CIS 125; ECON 223, 224, 453; TRST 330, 430, 431, 433, 515, 530, 531, 532, 533, 535, 536, 537, 538. In order to receive the Trust Certificate, Trust Management graduates must earn a minimum overall grade point average of 2.50.

Requirements for a Major in Trust Management--Pre-Law Track (BBA)(CIP 52.0201/ 22.0102)

ACCT 213, 214, 333; BADM 221, 222, 300, 314, 320, 433, 435; CIS 125; DRAM 115; ECON 223, 224; ENGL 302; PHIL 221; TRST 330, 430, 431, 433, 515, 530, 532, 533, 535, 536, 537, 538. In order to receive the Trust Certificate, Trust Management graduates must earn a minimum overall grade point average of 2.50.

Trust Management Course Listing (TRUS 000)

330 Wills, Estates, and Trusts (3)

A course designed to introduce students to the subject of property and interests therein, the distribution of property by intestacy or by will, trusts as dispositive devices, and the planning and administration of property in estates and trusts.

430 Fiduciary Law (3)

A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: TRST 330.

431 Introductory Investments (3)

A study of the field of investments, the securities markets -- classes and characteristics of each, mathematics of investment, criteria of selection and investment strategies, semester case problem on portfolio organization and management. Prerequisites: ACCT 214 and Corporate Finance 314 or approval of instructor.

433 Estate Taxation (3)

A study of the basic principles of federal estate tax law and basic techniques to minimize the impact of the tax on the decedent's estate. Prerequisite: Accounting 333.

490 Trust Internship (3)

A trust or financial planning-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least), declared major in Trust Management, overall grade point average of 2.0 or greater, and completion of an independent study contract.

515 Operational Functions of a Trust Department (3)

A study of organization staffing, policies, control procedures, and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitableness in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business, including prospecting techniques, sales talks, establishment of new business goals, and maintenance of records. Prerequisites: TRST 330 and 430.

530 Fiduciary Law (3)

A study of the administration of trusts, the duties and powers of the trustee, the liabilities of the trustee, and remedies of the beneficiary of third persons, the investment of trust funds, allocation and apportionment of receipts and expenses between principal and income, and the termination or modification of a trust. Prerequisite: TRST 430.

531 Advanced Investments (3)

A study of the theories, methods, and techniques of security analysis of equity and debt obligations, portfolio management, corporate fiduciary policies and practices, application of computer techniques to analysis and selection, and emphasis placed on case problems. Prerequisite: TRST 431.

532 Estate Planning Seminar (3)

A study of the principles of intestate law, taxes, and techniques of planning the disposition of property by will and trust. Fields covered include wills, inter vivos trusts, insurance trusts, pension and profit-sharing trusts, and business buy-sell agreements. Semester case problem requires analysis and development of a plan and presentation to live participants. Considerable emphasis is placed on new business development and post mortem planning. Prerequisites: TRST 530 and 533, or approval of instructor.

533 Gift and Fiduciary Taxation (3)

A study of the basic principles of federal gift tax law, generation-skipping tax law, and fiduciary income tax law. Emphasis will be given as to how to minimize the impact of gift, generation-skipping, and fiduciary income taxation. Prerequisite: Accounting 333 and Trust 433.

535 Estate Administration and Accounting (3)

A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings. Required is the preparation of gift, estate, and income tax returns; investment review; accounting procedures which require the student to inventory assets and set up and operate a set of accounting ledgers and records for the discharge of fiduciary responsibility, including post mortem planning; prepare all necessary court accounting and make final contribution per terms of the Last Will and Testament. Prerequisite: TRST 530.

536 Employee Benefits (3)

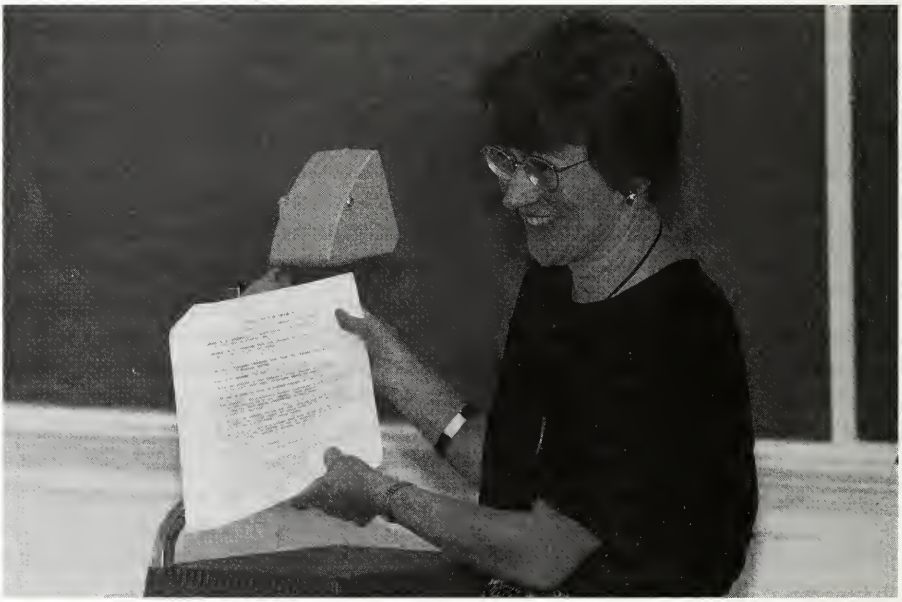
This course is designed to introduce the student to the various types of employee benefits that are provided employees by or through employers including corporations, sole proprietorships, and the self-employed. The course examines social security benefits and focuses on the basic concepts used in the establishment, administration, investment, and distribution of various Defined Benefit and Defined Contributions Plans. The student is exposed to the regulations and practices governed by ERISA and takes part in the review and development of a prototype plan. Several active employee benefit account managers are guests during the semester to provide the students a realistic application of the course of study. Prerequisites: ACCT 333, TRST 533.

537 Senior Trust Seminar (1)

A senior seminar course designed to expose students to current issues facing trust institutions. Trust professionals regularly attend the sessions. Examples of session topics include ethical conduct in the trust business, marketing trust services, fiduciary malpractice, and environmental liability. Prerequisite: Senior standing in the Trust Management Program.

538 Trust Administration (3)

An examination of the administration and distribution of property placed in trust by individuals, corporations, charitable institutions, and units of government. Prerequisite: TRST 530.



■Special Programs

■Student Life

The Office of Student Life provides instruction in several student development areas. Courses address (a) academic skills, (b) leadership development, and (c) vocational aptitude and finding employment. Led by professionals, they earn elective credit for the participants.

SLIF 150 Partners (1)
Facilitator: Dean Melvin, Dean of Student Life

Instruction is provided in study skills, time management, self-motivation and behavioral modification. Additionally, participants are assigned to a mentor with whom they meet at least once a week to help them develop study plans for the coming week.

SLIF 200 Fundamentals of Leadership (2)
Facilitator: Dorothy Mullins, Director of Residence Life

A thorough examination of various leadership qualities and leadership roles designed to develop effective problem solving and life skills to aid Resident Assistants in becoming fully capable of filling a leadership position.

SLIF 300 Career Planning Seminar (2)
Facilitator: Ms. Becky Kelly, Career Development & Placement

Study of techniques for use of exploration of personal strengths and aptitudes through discussion and the use of diagnostic testing. This information is used in discovery of vocational opportunities and career goals, and aids students in making vocational choices. The course addresses resume writing, interviewing skills, and job search techniques.

■Reserve Officers' Training Corps (ROTC)

Objectives

The objective of Campbell University's ROTC Program is to motivate and prepare selected students to serve as leaders in the U.S. Army. The course of instruction provides a practical understanding of the concepts and principles of military science and aids in developing a strong sense of duty, honor, country, and citizenship. Our program promotes individual fitness as well as teamwork and provides numerous leadership opportunities. Students will also gain an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

Scope

The Army ROTC Program is progressive in nature and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all full time freshmen and sophomores. Completion of the Basic Course is a prerequisite for Advanced Course application. A student who enrolls in the Basic Course does not incur any obligation to serve in the Army. Prior military science or high school JROTC experience may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course are commissioned Second Lieutenants upon graduation.

Professor: LTC Ringlieb (Chairman)
Assistant Professors: MAJ Worshek, CPT Myers, MAJ Garrell, LTC (Retired) Robbins, MAJ (Retired) Hutson
Instructors: SFC Dawson, MSG (Retired) Torre

Military Science Course Listing (MSCI 000) (CIP 30.0501)

Basic ROTC Program Courses

101 Military Organization (1)
An introduction to the principles of time management and to the skills related to critical thinking. A course to get the student on the right academic track. One (1) lecture hour per week.

102 Basic Leadership and Management (1)
An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics, and the decision making process. One (1) lecture hour per week.

201 Land Navigation and First Aid (2)
An introduction to land navigation, combined with first aid. Provides an individual with a working knowledge of how to navigate over land with a map and compass. Provides necessary skills and knowledge to perform First Aid, Preventive Medicine, and CPR. Two (2) lecture hours per week.

202 Leadership and Tactics (2)

A study in the fundamentals of leadership as they relate to accomplishing military duties. Focuses on team development, motivation, and communications. Provides the cadet with a working knowledge of rifle squad organizations, capabilities, and tactics. Two (2) lecture hours per week.

221 Basic Camp (3)
An intensive practical application of leadership and military skills to satisfy basic course prerequisite for enrollment into the Advanced Course. Five (5) week summer

program at Ft. Knox, KY for cadets from universities and colleges throughout the nation.

Advanced ROTC Program Courses

301 Terrain Analysis (3)

An integrated course of academics and military skills combining advanced land navigation with squad level tactics. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Three (3) lecture hours and one (1) laboratory hour per week.

302 Unit Level Command Responsibilities (3)

A study in leadership from the perspective of the Second Lieutenant, concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Three (3) lecture hours and two (2) laboratory hours per week.

321 Applied Military Leadership (3)

An intensive practical application of leadership and military skills for Advanced Course students. Five (5) week summer program conducted at Fort Lewis, WA, for all Advanced Course cadets from colleges and universities throughout the ROTC Regions.

401 Basic Officer Course Preparation (3)

Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Command and Staff Functions, the Army's Training Philosophy, How to Conduct Briefings, the Officer and Non-Commissioned Officer Evaluation System, and Ethics and Professionalism. Students prepare and present a briefing to Military Science Classes. Three (3) lecture hours and one (1) laboratory hour per week.

402 Advanced Leadership and Management (3)

Studies in military organization and procedures to include topics essential to newly commissioned officers. These subjects include Personal Financial Management, Officer Additional Duties, the Army Logistics System, Maintenance Management and the Uniform Code of Military Justice. Students will prepare a paper on Ethics. Three (3) lecture hours and two (2) laboratory hours per week.

ROTC Internship Programs (No Credit)

Cadet Professional Development Training (CPDT)

This is a two- to three-week program during which students attend Army schools such as Airborne School (military parachuting), Air Assault School (helicopter operations), Northern Warfare School (military training in Alaska) or Mountain Warfare School (mountain training in various states). The program is open to all enrolled ROTC students, but selection is competitive due to the limited availability of slots in the program.

Cadet Troop Leadership Training (CTLT)

This is a three-week program in which students can apply their leadership and professional knowledge in practical ways by working as lieutenants in Army units. The program is only available to Advanced Course students during the summer of their junior year.

■Foreign and Special Studies Programs

Malaysian Program

Campbell University is involved in a cooperative program with the University of Ulster of Belfast, Ireland and Tunku Abdul Rahman College (TARC) in Kuala Lumpur, Malaysia.

Graduates of the science curriculum at TARC receive their Bachelor of Science degree from Campbell University. The students are carefully selected and highly motivated. They are taught by outstanding faculty, ably supported by excellent facilities and equally good library holdings and equipment.

Campbell University exercises continuing control on the quality of the academic program through an annual visit by external examiners and frequent communication between TARC and the home campus.

Study Abroad Program

Through a cooperative arrangement with South Wales Baptist College, Cardiff, Wales, and the University of Wales, programs for summer and nine-months study are available to students in selected majors.

Council for Christian Colleges and Universities Off Campus Study Programs

Because Campbell University is a member of the Council of Christian Colleges and Universities, an association of more than 90 private liberal arts Christian colleges and universities, a number of off-campus learning opportunities are available to juniors and seniors with a minimum G.P.A. of 2.75.

These include an American Studies Program in Washington, D.C., a Latin American Studies Program in Costa Rica, the Los Angeles Film Studies Center, a Middle East Studies Program in Cairo, a Russian Studies Program in Moscow and Nizhni Novgorod, and a summer study program at the University of Oxford. Two new editions include the Oxford Honors Program, which opened in 1998 and the China Studies Program in January of 1999.

American Studies Program

The American Studies Program (ASP) is a semester-long internship/seminar program for upper division students in most majors. Located in Washington, D.C., the program offers a non-traditional, inter-disciplinary, issue-oriented learning experience. Students

gain on-the-job experience through an internship in the field of their choice and study current national and international issues in seminars led by Washington policy experts. ASP serves as Campbell's Washington campus and students may earn up to 16 semester hours of credit toward their degree. By exploring public policy issues in the light of biblical truth and working in internships which help prepare them for a future in the marketplace, students gain insight and experience that can strengthen their ability to live and work in a biblically faithful way in society and in their chosen field. The aim of the program is to prepare students to live faithfully in modern society as followers of Christ. One unit of study each semester looks at an economic issue in either domestic or international policy.

China Studies Program

The Chinese Studies Program (CSP) provides for students to live and experience Chinese civilization firsthand. Students participate in seminar courses on historical, cultural, religious, geographical, and economic issues of China. It is an interdisciplinary, cross-cultural program that allows students to study the Chinese language as well as assist Chinese students in learning English. The emphasis of the China Studies Program is to provide and introduce students to the diversity of China while enabling them to interact with this important part of the world in a Christ-centered way. The China Studies Program is a semester-long program, which began in the spring of 1999. Students earn 16 semester hours of credit.

Latin American Studies Program

San Jose, Costa Rica is the setting for the Coalition's Latin American Studies Program (LASP).

This semester abroad program is designed for students who are seeking to integrate their faith with knowledge and experience in a third world context. LASP participants typically earn credit toward their degree. Students live with Central American families, engage in language classes and seminar courses, work on rural service projects and travel in Central America. Each spring semester LASP also offers a specialized concentrations for science majors entitled "Tropical Science and Sustainability/Environmental Studies." Participating natural science students branch off from the main LASP body for six weeks to earn credit in the natural sciences. Likewise, each fall the LASP offers a specialized concentration for those students majoring in business. Entitled "International Business: Management & Marketing" this program differs from the core program by offering credit structured specifically for business students. In addition, both fall and spring terms offer "Advanced Language and Literature Studies," which is designed specifically for and is limited to, Spanish Majors. Students in all concentrations earn 16 semester hours of credit.

Los Angeles Film Studies Center

The Los Angeles Film Studies Center (LAFSC), located in Hollywood, is a semester-long internship/seminar program for upper division students who are interested in an introduction to the work and workings of the mainstream Hollywood film industry. Although not intended as a substitute for film school, the LAFSC curriculum is designed to expose students to the industry, to the many academic disciplines that might be appropriate to it, and to critical thinking and reflection on what it means to be a Christian in this field of endeavor. As such, the curriculum is balanced between courses of a theoretical nature and courses that offer students a more applied introduction to the world of film. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work. In addition internships in various segments of the film industry provide students with valuable hands-on experience. Participating students may earn 16 semester hours of credit, which may be applied to a variety of student programs through consultation with an academic adviser.

Middle East Studies Program

The Middle East Studies Program (MESP) in Cairo, Egypt provides students with the opportunity to study the cultures, religions and conflicts within this diverse and strategic region.

Students from Christian colleges participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as interns with various organizations in Cairo. Participants spend two weeks traveling to Israel, including time in the West Bank. Additional field trips are available for interested students. The Middle East Studies Program encourages evangelical Christians to relate to the Muslim world in an informed and constructive manner.

Russian Studies Program

Students attending the Russian Studies Program (RSP) spend a semester studying the language, culture and history of Russia as well as current political and economic issues. In addition they interact with leaders in the community to develop a better understanding of contemporary Russian society and how, as Westerners, they can foster more interaction with the country.

Mobility characterizes the program. Two weeks are spent in Moscow and 10 weeks in Nizhni Novgorod (formerly Gorky). The final three weeks in St. Petersburg allow students to live with a Russian family and to experience Russian culture first-hand. A service project during this segment of the program gives students the opportunity to have a practical "hands on" work experience alongside Russian nationals in a wide range of professional settings. Students generally earn 16 semester hours of credit.

Oxford Honors Program

Honors students and other qualified individuals have the opportunity to study in

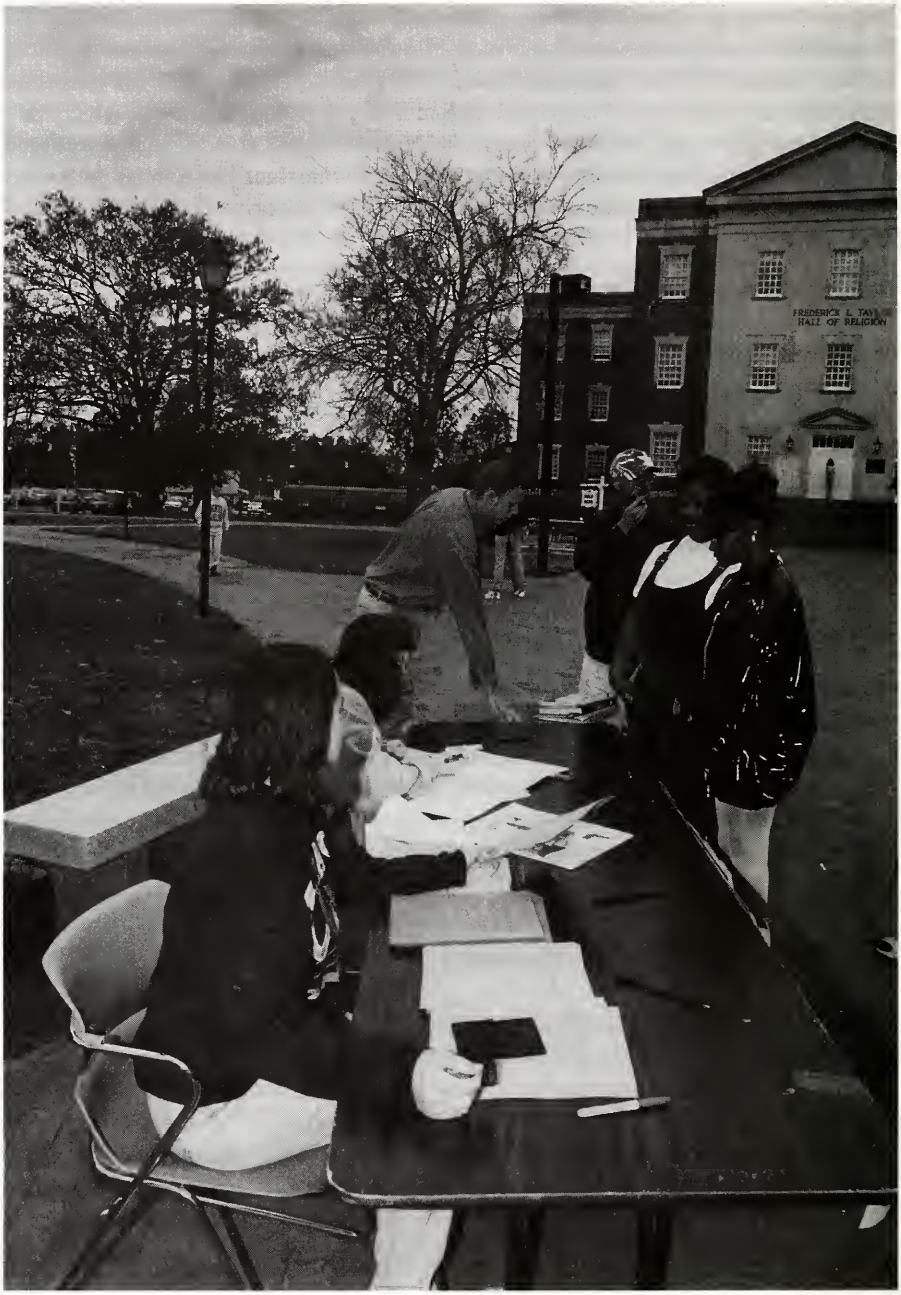
England through an interdisciplinary semester at Oxford University. The Oxford Honors Program allows students to participate in a variety of study programs in the arts, religion, history, economics, philosophy, and many other subjects. Students choose two study programs and participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips are also included in the educational experience. The Oxford Honors Program aims at providing rigorous academic programs which increase critical thinking skills with a Christian perspective. Students earn 16 semester hours of credit.

Oxford Summer School Program

The Oxford Summer School Program is a multi-disciplinary study of the history and development of the Renaissance and Reformation through examination of the philosophy, art, literature, science, music, politics and religion of this era. Students have the opportunity to study with the faculty of the Center for Medieval and Renaissance Studies affiliated with Oxford's (Keble College). Lectures are normally held on weekday mornings, leaving the afternoons free for seminars, private study and exploration. Field trips to places of historical importance such as St. Augustine's Abbey, Canterbury Cathedral, Stratford-on-Avon, and Hampton Court provide an up-close opportunity to experience the cultural richness of England. Unlike the Coalition-sponsored programs, credits at the Oxford Summer School Program are generated directly at the University of Oxford. Students are able to earn 6 to 9 semester credits.

Summer Institute of Journalism

The summer Institute of Journalism is a Christ-centered program that brings students to Washington, D.C. for seminars with over 25 top professional journalists from the media. It blends classroom experience with hands-on news gathering and news writing opportunities over an intensive four weeks from mid-May to mid-June, for which participants receive four semester hours of credit from their home campuses.


HALL OF RELIGION

Directory Information and Index 1999-2002

CAMPBELL
UNIVERSITY
Vision 2000 and beyond

Millennium Logotype of Campbell University

The Millennium Logotype of Campbell University embraces Campbell's distinguished educational heritage and the University's commitment to even greater service during the next century.

■Administration and Staff, 1999

■Office of the President

Norman Adrian Wiggins, President
Diamond Matthews, Administrative Assistant to the President

■Office of the Vice President for Academic Affairs and Provost

Jerry M. Wallace, Vice President for Academic Affairs and Provost
Malisa Baker, Administrative Assistant to the Vice President for Academic Affairs and Provost

•The College of Arts and Sciences

Walter S. Barge, Dean of the College of Arts and Sciences
Bernadette Hair, Administrative Assistant to the Dean of the College of Arts and Sciences
Travis Autry, Manager of Radio Station WCCE
Carolyn Bowden, Operations Director WCCE
Departmental Secretaries: Elaine Smith Biology, Chemistry, Physics; Judy Robbins, English and Foreign Language; Marilyn Buie, Exercise Science; Sylvia Horton, Government/History; Amy Holder, Mass Communication; TBD, ROTC

Extended Campus Education

Tom G. Harris, Associate Dean, Extended Campus Education
Annie Hilderbrand, Administrative Assistant to the Associate Dean of Extended Campus Education
Raymond Young, Director for Camp Lejeune Campus
Clyde Vaughan, Director for Ft. Bragg Campus
TBA, Director for Pope AFB Campus
Patrick Todd, Director for Raleigh Campus

Registrar's Office

J. David McGirt, University Registrar
Billie Jo Pittman, Associate Registrar-Graduation; Brenda McLeod, Assistant Registrar-Student Evaluations/Files; Evelyn Howell, Assistant Registrar-Transcripts and Records; Donda Blake, Assistant Registrar-Student Records; Marion Brantley, Secretary/Receptionist ; Marty Blackmon, Assistant Registrar Graduate Records

•Norman Adrian Wiggins School of Law

Willis P. Whichard, Dean of the Norman Adrian Wiggins School of Law
Barbara Wilson, Administrative Assistant to the Dean of the School of Law
Margaret Currin, Associate Dean
Veronica Stewart, Associate Registrar
Lou Naylor, Associate Director of Admissions

Karen Sorvari, Law School Librarian

•Lundy-Fetterman School of Business

Thomas H. Folwell, Jr., Dean of the Lundy-Fetterman School of Business
Edith Foster, Administrative Assistant to the Dean of the Lundy-Fetterman School of Business
Departmental Secretaries: Traci Pierce, Business Administration, Trust, and Economics; Jane Tart, Lundy Chair; Demetria McLean, Computer Information Systems

•School of Education

Karen P. Nery, Dean of the School of Education
Edna Stewart, Administrative Assistant to the Dean of the School of Education
Departmental Secretaries: Sharon Bowman, Education; Betty Bell, Social Work

•School of Pharmacy

Ronald W. Maddox, Dean of the School of Pharmacy
Betty Wallace, Administrative Assistant to the Dean of the School of Pharmacy
Thomas Holmes, Associate Dean of Pharmacy
Loraine Kozalinski, Administrative Assistant to the Associate Dean of Pharmacy
Daniel W. Teat, Assistant Dean of Admissions and Continuing Education
Foy Summers, Administrative Assistant to the Assistant Dean of Admissions
Russell Cooper, Admissions Counselor
Sarah Simmons, Director of Alumni and Career Placement
Amy Mercado, Coordinator, Pre-Pharmacy
Departmental Secretaries: Debbie Byrd, Lisa West, Ericka McKethan, Jena Kelly

•School of Divinity

Michael G. Cogdill, Dean of the School of Divinity
Joyce Mashtare, Administrative Assistant to the Dean of the School of Divinity
Departmental Secretaries: Phebie Smith, Religion and Philosophy; Betty Hrush, Fine Arts

•Carrie Rich Library

Ronnie W. Faulkner, Director of Library Services
Linda Martin, Administrative Assistant to the Director of Library Services
Library Services: Borrée Kwok, Technical Services and Systems Librarian; Jennifer Carpenter, Head of Reference Services; Marie Berry, Reference Librarian; Sharon Lucas, Reference Librarian; Sharron Bortz, Coordinator of Curriculum Materials/Media

■Office of the Vice President for Institutional Advancement

Jack Britt, Vice President for Institutional Advancement
Kim Beaver, Administrative Assistant to the Vice President for Institutional Ad-

vancement
Jerry Wood, Assistant Vice President for Church and Community Relations
Doug Jones, Director of Alumni Relations & Special Events
Chad Pearce, Assistant Director of Alumni Relations
Benny Pearce, Director of Public Information
Susan Welch, Administrative Assistant to the Director of Public Information
Lawrence Buffaloe, Director of Foundations and Corporate Relations
Margaret Silverest, Administrative Assistant for the Director of Corporate and Community Relations
Ken Massey, Director of Estate Planning
Kathy Crenshaw, Coordinator of Special Events
Randy Tyler, Staff Writer
Departmental Secretaries: Violeta Saenz, Alumni; Stephanie Sokolowski, Records Specialist (Alumni); Janie Bryant, Records Clerk (Advancement); Glenda Taylor, Records Clerk (Advancement)

■**Office of the Vice President for Business and Treasurer**
James H. Ellerbe, Vice President for Business and Treasurer
Judy Folwell, Administrative Assistant to the Vice President for Business and Treasurer
Al Hardison, Comptroller
David Pound, Assistant Comptroller
Win Quakenbush, Director of Financial Management
Kathi Ennis, Administrative Assistant to the Director of Financial Management
Gloria Latta, Personnel Administrator
Deborah Ennis, Assistant Personnel Administrator
Christopher Buckley, Director of Computing Services
Larry Currin, Director of University Shopping Center
Jim Roberts, Director of Physical Plant Operations
Todd R. Scarborough, Director of Service Enterprises
Elva Scarborough, Associate Director of Service Enterprises
Glenn Bowers, Director of Food Services
Tom Collins, Director of Athletics
Tony Delp, Assistant Athletic Director, External Affairs
Debbie Richardson, Assistant Athletic Director, Internal Operations
Stan Cole, Assistant Athletic Director, Media
Corbett Tart, Manager of Laundry
John Williams, Superintendent of Keith Hills
Jon Hockaday, Director of Golf

Accounting Office: Marjorie Davis, Chief Accountant; Shirley Weaver, Reception-

ist; Jackie Matthews, Accounting; Susan Sammons, Accounts Payable; Rhonda Williams, Accounts Payable; Elsa Sears, Payroll; Elaine Tart, Payroll; Patti Tyndall, Student Loans; Jean Whitmore, Accounting

Purchasing: Ramona Daniels, Teresa Humbert

Business Office: Linda West, Accounts Receivable; June Lee, Accounts Receivable; Judith Smith, Student Accounts; Margie Whittington, Cashier; Reba Clifton, Cashier

Computing Services: Tom Lasater, Network Manager; Janet Gauldin, Colleague Administrator; Buddy Toler, Benefactor Administrator; Jeff Stewart, Computer Technician; Barbara Dietz, Webmaster/Programmer; Janice Lucas, Secretary/Receptionist

Service Enterprises: Tina Jenson, Jamie Lawson, Sue Mason, Barbara Miller, Richard Mercer, Cathy Mercardo, Charlie Price, Judy Smith, Anne Toler

Physical Plant: Olene Ennis, Jean Gainey, Janice Gilchrist, Vita Paschal

Food Service(Marshbanks Dining Hall)**:** Billie Sawyer

Admissions/Financial Aid/Veterans' Affairs
Herbert V. Kerner, Jr., Dean of Admissions/Financial Aid/Veterans' Affairs
Judie Satterfield, Administrative Assistant to the Dean of Admissions
Charlotte Bohn, Director of Admissions
Virgil Perry, Assistant to the Dean of Admissions
Diane Briody, Assistant Director of Admissions
Gary Payne, Assistant Director of Admissions
Peggy Mason, Director of Financial Aid
Connie Lewis, Assistant Director of Financial Aid
Nancy Beasley, Assistant Director of Financial Aid
Barbara Hartgrove, Assistant Director of Financial Aid
Allen Huggins, International Admissions Officer
Rue Stewart, Coordinator of Endowed Scholarships
James S. Farthing, Coordinator of Graduate Admissions
Ernest Kuykendall, Coordinator of Veterans' Affairs
Admissions Counselors: Wade Brown; Laura Boyd; Trinette Crews; Chris Farnung; Christine Nordan
Division of Admissions and Financial Aid Office: Lori Coats, Peggy Currin, Elaine Downer, Pat Hargis, Dee Hudson, Charlotte Jackson, Sue Meeks, Holly Rogers, Carolyn Ryals, Cathy Wade, Donna Wyckoff

•Student Life

Phillip L. Melvin, Dean of Student Life
Violet Lee, Administrative Assistant to the Dean of Student Life

Peggy Lawrence, Career Development and Placement
Terry-Michael Newell, Campus Minister
Lynn Johnson, Administrative Assistant to Campus Minister
Gale Johnson, Director of Health Affairs
George Wilt, PAC Director of Student Health
Anne Parker, Administrative Assistant to the Director of Student Health
Bill Randall, Pharmacist
Pascal Molinard, Director of Recreational Services
Andy Shell, Director of Intramurals
Cindy Jones, Director of Parking Administration
Becky Kelly, Director of Career Development and Placement
Dorothy Mullins, Director of Residence Life
Jamie Morrison, Assistant Director of Residence Life
Angela Webb, Director of Student Activities
Jason Lemmons, Assistant Director of Student Activities
Fran Tyson, Director of Life Links
Ricky Symmonds, Director of Public Safety
Betty Stewart, Public Safety

■Teaching Excellence and Research Awards

College of Arts and Sciences

1989	Daniel Ensley (T)
	Robert Mayberry (R)
1990	James Jung (T)
	Martin Sellers (R)
1991	Dean Martin (T)
	William Freeman (R)
1992	Timothy Snell (T)
	Daniel Linney (R)
1993	Claudia Williams (T)
	Frank Vaughan (R)
1994	Mark Hammond (T)
1995	Sarah Walker (T)
1996	David Steegar (T)
1997	Tim Metz (R)
1998	Donna Woolard (T)
1999	Daniel Ensley (T)

Lundy-Fetterman School of Business

1989	Christine Beasley (T)
	Chris Zinkhan (R)
1990	James Witherspoon (T)
	Chris Zinkhan (R)
1991	Shahriar Mostashari (T)
1992	Yu-Mong Hsiao (T)
1993	William Peterson (T)
	Chris Zinkhan (R)
1994	Ellen Sikes (T)
1995	JoAnn Vaughan (T)
1996	Willis Gupton (T)
1997	Shahriar Mostashari (T)

School of Business, Continued

1998	Benny Overton (T)
1999	Roy Cordato (R)

Norman A. Wiggins School of Law

1989	Stanley McQuade (R)
1990	Thomas Anderson (T)
	Richard Lord (R)
1991	James McLaughlin (T)
	Charles Lewis (R)
1992	Robert Jenkins (T)
	Alan Button (R)
1993	Edward Greene (T)
1994	Richard Bowser (T)
1995	Alan L. Button (T)
1997	William Woodruff (T)
1998	Richard Bowser (T)

School of Education

1989	Marie Gray (T)
1990	Margaret Giesbrecht (T)
	Wayne Hatcher (R)
1991	Betty Davenport (T)
1992	Joyce White (T)
1993	Hariett Enzor (T)
	Wayne Hatcher (R)
	Ronald Kendrick (R)
1994	Beverley Lee (T)
1995	Karen P. Nery (T)
1996	Robert Henry (T)
1997	Wayne Dillon (T)
1998	Betty Davenport (T)

School of Education, continued

1999 Lenne Hunt (T)

School of Pharmacy

1989 Fred Cox (T)
Alan Richards (R)

1990 Connie McKenzie (T)
Kathy Webster (R)

1991 George Waterson (T)
Wendell Combest (R)

1992 Kathryn Bucci (T)
Antoine Al-Achi (R)

1993 James Junker (T)

1994 Robert Greenwood (T)

1995 Julianne Pinson (T)

1996 Thomas Holmes, Jr. (T)

1997 Carlos daCamara (T)

1998 Anthony Al-Achi (T)

1999 Mollie Scott (T)

School of Divinity

1996 Bruce Powers (R)

1998 Iris Scarborough (T)

1999 Donald Penny (T)

(T) represents the Dean's Award for Teaching Excellence.
(R) represents the Dean's Award for Research Excellence.

■University Faculty 1999

Norman Adrian Wiggins, President - B.A., LL.B., Wake Forest University; LL.M., J.S.D., School of Law, Columbia University; Associate Trust Officer, Planters National Bank and Trust Company, Rocky Mount, NC, 1952-1955; Assistant Professor of Law, Wake Forest University, 1956-1957; Associate Professor of Law, 1957-1962; Professor of Law, 1962-1967; General Counsel, 1964-1967, Wake Forest University; President, Campbell University, 1967-

Jerry McLain Wallace, Vice President for Academic Affairs and Provost - B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Associate Professor of Sociology, part-time, 1970-1975; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, 1975-1981; Dean of the University and Director of Graduate Studies, 1981-1983; Provost, 1984-1986; Vice President for Academic Affairs and Provost, 1986-; Campbell University, 1970-

■ College of Arts and Sciences Faculty 1999

Walter Shepherd Barge, Dean of the College of Arts and Sciences, Professor of History - B.A., Wake Forest College; M.A., Columbia University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1984-

Brian Bergemann, Associate Professor in Exercise Science - B.S., University of Wisconsin; M.A., University of Maryland; Ph.D., Penn State University; Campbell University 1997-

Marie S. Berry, Reference Librarian - B.A., University of South Carolina; M.L.S., North Carolina Central University; Campbell University, 1997-

Sharron A. Bortz, Coordinator of Curriculum Materials/Media - B.A., Miami University; B.Ed., University of Alaska; M.S.L.S., University of North Carolina at Chapel Hill; Campbell University, 1999-

Andrew Bryan, Associate Professor in Chemistry - B.S., Ph.D., North Carolina State University; Campbell University, 1990-

Joseph G. Bucci, Assistant Professor in Biology - B.S., Washington College; M.S., University of Georgia; Ph.D., North Carolina State University; Campbell University, 1998-

Jennifer K. Carpenter, Head of Reference Services - B.A., Baptist College at Charleston; M.L.S., University of North Carolina at Greensboro; Campbell University, 1992-

John P. Carvalho, Associate Professor of Mass Communication - B.A., Auburn University; M.A., California State University at Fullerton; ABD, University of North Carolina at Chapel Hill; Campbell University, 1994-

William Linwood Coker III, Assistant Professor of Chemistry - B.S., St. Andrews Presbyterian College; Ph.D., North Carolina State University; Campbell University, 1998-

Alan S. Davy, Assistant Professor of English - B.A., M.A., East Tennessee State University; Ph.D., Penn State University; Campbell University, 1993-

Daniel R. Ensley, Professor of Mass Communication - B.A., Campbell University; M.A., University of South Carolina; Campbell University (Part-time 1979-83) Full-time 1986-

Steven H. Everhart, Professor of Biology - B.S., University of North Carolina at Wilmington; M.S., Ph.D., North Carolina State University; other graduate study, Cornell University and University of Virginia; Campbell University, 1980-

Ronnie W. Faulkner, Director of Library Services and Associate Professor of History - B.A., Campbell University; M.A., East Carolina University; M.S.L.S., University of North Carolina at Chapel Hill; Ph.D., University of South Carolina; Campbell University, 1989-

William H. Freeman, Professor of Exercise Science - B.A., Wake Forest University; M.A.T., Duke University; M.S., Ph.D., University of Oregon; Campbell University, 1989-

George Garrell, Assistant Professor of Military Science - B.S., United States Military Academy; Campbell University, 1997 -

Mark L. Hammond, Associate Professor of Biology - B.A., Hiram College; Ph.D., University of South Carolina; Campbell University, 1992 -

Cordelia M. Hanemann, Lecturer in English - B.A., M.A., University of Southwestern Louisiana; Campbell University (Part-time, 1991-92) Full-time, 1993- (on leave of absence AY 1998-1999)

Joyce Hren, Adjunct Instructor in Foreign Language - B.A., M.A., University of Wisconsin; M.A., German, University of Florida; M.A., Latin, University of Florida; Campbell University, 1987-1990; 1991-1998; 1999-

Richard Hutson, Assistant Professor of Military Science - B.S., Washington Sate University; Campbell University 1997 -

George Lloyd Johnson, Associate Professor of History - B.A., M.Ed., Campbell Univrsity; M.A., East Carolina University; M.A., Ph.D., University of South Carolina; Campbell University, 1991-

Tony R. Johnson, Instructor in Exercise Science - B.A., North Carolina Wesleyan; M. Ed., East Carolina University; Campbell University, 1990 -

James M. Jung, Professor of Chemistry - B.S., Davidson College; M.Ed., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1962-

Borrée P. Kwok, Technical Services and Systems Librarian - B.A., Whitworth College; M.S.L.S., University of North Carolina at Chapel Hill; Campbell University, 1993-

Michael Larsen, B.S., Utah State University; M.S., Rutgers University; Ph.D., North Carolina State University; Campbell University, 1995-

Eleanor Page Leuthy, Coordinator of Chemistry Laboratory Facilities - B.S., Furman University; M.S., Medical University of South Carolina; Campbell University, 1991-1997

Sharon K. Lucas, Reference Librarian - B.S., Concord College; M.S.L.S., University of Tennessee; Campbell University, 1998-

Kathryn L. McKinley, Assistant Professor of English - B. Phil., Penn State University; M.A., University of Toronto; Ph.D., University of Delaware; Campbell University, 1992-1999

Bruce G. McNair, Associate Professor of History - B.A., Purdue University; M.A., Ph.D., Duke University; Campbell University, 1994-

James I. Martin, Associate Professor of History - B.A., Duke University; M.A., East Carolina University; Ph.D., Emory University; Campbell University, 1991-

Todd Martin, Assistant Professor of English, - B.A., William Jewel College; M.A., Wake Forest University; Ph.D., Baylor University; Campbell University, 1998-1999

Timothy L. Metz, Associate Professor of Biology - B.S., University of Illinois at Urbana-Champaign; Ph.D., Cornell University; Campbell University, 1994-

Rashann Myers, Assistant Professor of Military Science - B.S., University of Mississippi; M.A., M.S., Troy State University; Campbell University 1998 -

Dwight Lamar Norwood, Professor of Mathematics/Computer Science - B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

Ann Ortiz, Assistant Professor of Foreign Language – B.A., East Carolina University; M.A. University of Arizona, Tucson; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1997-

Gina Peterman, Associate Professor of English - B.A., M.A., Tennessee Technological University; Ph.D., University of South Carolina; Campbell University, 1992-

Lisa Pruitt, Assistant Professor of History – B.A., University of Texas at Dallas; M.L.S., M.A., University of Maryland; Ph.D., Vanderbilt University; Campbell University, 1998-1999

Dennis M. Ringlieb, Professor of Military Science - B.S.C.E., University of Kentucky; M.P.A., Auburn University; Campbell University 1998 -

Ishmael Rivera, Assistant Professor of Spanish - B.A., M.A., George Washington University; M.A., University of North Carolina at Chapel Hill; Campbell University (Part-time 1987-1990) Full-time 1990-

John Robbins, Assistant Professor of Military Science -, B.A. Indiana University of Pennsylvania; M Ed, Chapman University; Campbell University 1997 -

Olivia R. Ross, Associate Professor of Mass Communication - B.A., North Carolina State University; M.A., University of North Carolina at Chapel Hill; Campbell University, 1991-

Donald N. Schroeder, Associate Professor of Government - B.A., University of Illinois at Chicago; M.A., Ph.D., Duke University; Campbell University, 1978-

Martin Paul Sellers, Barden Professor of Government - B.A., Trenton State University; M.P.A., New York University; Ph.D., Temple University; Campbell University, 1988-

Bryan Keith Shelley, Associate Professor of English - B.A., Bryan College; M.A., Appalachian State University; M.Litt., Middlebury College; D.Phil., Oxford University; Campbell University, 1989-

Breck Smith, Associate Professor of Art - B.A., Averett College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1988-

Timothy Snell, Instructor of English - B.A., Campbell University; M.A., University of North Carolina at Chapel Hill; Campbell University, 1990-1997

Jacyln Stanke, Instructor of History - B.A., Washington State University; M.A., Emory University; Campbell University, 1999-

David M. Steegar, Professor of Foreign Language - B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, 1978-

William Tate, Assistant Professor of English - B.A., M.A., Bob Jones University; M.A., Duke University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, (Part-time 1988-1989, Adjunct 1996) Full-time 1997-

Jerry Duncan Taylor, Professor of Mathematics/Computer Science - B.A., Arkansas State Teachers College; M.S., University of Arkansas; Ph.D., Florida State University; Campbell University, 1961-

Wayne W. Thomas, Associate Professor of Mathematics/Computer Science - B.S., M.Ed., North Carolina State University; (on leave of absence 1964-1966) Campbell University, 1959-1964; 1966-

David W. Thornton, Associate Professor of Government - B.A., M.A., University of North Carolina at Greensboro; Ph.D., University of South Carolina; Campbell University, 1994-

Janis Keen Todd, Associate Professor of Mathematics/Computer Science - B.S., M.Ed., East Carolina University; (on leave of absence fall semester, 1978), Campbell University, 1966-

Larkin N. Tysor, Assistant Professor of Art - A.A., Chowan College; B.F.A., High Point College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1989-

Frank A. Vaughan, Professor of English - B.A., M.A., California State University at Hayward; Ph.D., University of California at Riverside; Campbell University, 1981-

Sarah Janet Walker, Assistant Professor of Mathematics - B.A., M.Ed., Campbell University; Campbell University, 1992-

Wanda Evon Watkins, Assistant Professor in Exercise Science - B.S., M.Ed., Campbell University; Campbell University, 1980-

Debora Jean Weaver, Associate Professor of Biology - B.A., Goshen College; Ph.D., University of Maryland in Baltimore County; Campbell University, 1992-

Angela West, Assistant Professor of Criminal Justice - B.S., Tusculum College; M.A., East Tennessee State University; Ph.D., Indiana University of Pennsylvania; Campbell University, 1998-1999

Michael Wells, Assistant Professor of Chemistry - B.S., East Carolina University; Ph.D. University of North Carolina at Chapel Hill; Campbell University, 1997-

Claudia Williams, Assistant Professor of Biology - B.S., Berry College; M.S., University of Georgia; Campbell University, 1987-

Donna L. Woolard, Associate Professor in Exercise Science - B.S., East Carolina University; D.A., Middle Tennessee State University; Campbell University, 1994-

Curt Worshek, Assistant Professor of Military Science - B.A., Emery Riddle University; Campbell University, 1998 -

Chih C. Yang, Adjunct Associate Professor of Mathematics/Computer Science- B.S., M.S., National Taiwan University; M.S., Mississippi State University; Ph.D., North Carolina State University; Campbell University, 1988-

■The Lundy Fetterman School of Business Faculty 1999

Joseph W. Berry, Instructor of Business - A.A., Fayetteville Technical Community College; B.S.B.A., East Carolina University; M.B.A., Fayetteville State University; C.P.A., Campbell University, 1996-

Robie S. Butler, Assistant Professor of Business - B.B.A., Trust Certificate, M.B.A., Campbell University; C.P.A.; Campbell University, 1995-

L. McNeil Chestnut, Visiting Professor of Business - B.S., Trust Certificate, J.D., Campbell University; Campbell University, 1984-

Roy E. Cordato, Burrows T. Lundy Professor of the Philosophy of Business - B.M.E., Hartt College; M.A., University of Hartford; Ph.D., George Mason University; Campbell University, 1993-

Paul F. Cwik, Assistant Professor of Business - B.A., Hillsdale College; M.A., Tulane University; A.B.D., Auburn University; Campbell University, 1998-

Jan Dunlap, Visiting Professor of Business - B.S., University of California; M.S., New York University; Ed.D., North Carolina State University; Campbell University, 1979-

Thomas H. Folwell, Jr., Dean of the Lundy-Fetterman School of Business, Professor of Business-B.A., Guilford College; M.A., Duke University; Campbell University, 1963-

Yu-Mong Hsiao, Professor of Business - B.A., National Taiwan University; M.B.A., Mississippi State University; M.E., Ph.D., North Carolina State University; C.P.A.; Campbell University, 1984-

Kenneth Jones, Instructor of Business - B.S., Ferris State University; Class A Golf Professional; Campbell University, 1998-

Shahriar Mostashari, Chairman, Department of Business Administration and Economics, Professor of Business - B.A., National University of Iran; M.A., Western Michigan University; M.B.A., Golden Gate University; Ph.D., North Carolina State University; Campbell University, 1982

Dwight Lamar Norwood, Associate Professor of Business - B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

Karen Y. Palasek, Visiting Professor of Business - B.M.E., Hartt College; M.A., University of Connecticut; Ph.D., George Mason University; Campbell University, 1993-

Roger Pond, Professor of Business - B.A., Duke University; J.D., Washington and Lee University;Campbell University, 1998-

Zaki Fahmy Rachmat, Visiting Professor of Business - B.S., Bogor Agriculture University; M.S., University of Wisconsin; M.S.M., North Carolina State University; Ph.D., North Carolina State University; Campbell University, 1997-

Paul Raisig, Visiting Professor of Business - Army War College; B.G.E., University of Nebraska; M.B.A., University of Alabama; J.D., Campbell Unviersity, 1990-

Ellen Sikes, Associate Professor of Business - B.A., Limestone College; Graduate Student, Appalachian State University; Lenoir-Rhyne College; East Carolina University; North Carolina State University; M.S., University of North Carolina at Greensboro; Campbell University, 1966-

Carol S. Soroos, Assistant Professor of Business - B.A., Carleton College; M.B.A., Duke University; Ph.D., Northwestern University; Campbell University, 1995-

Umesh C. Varma, Chairman of the Department of Computer Information Systems, Assistant Professor of Business - B.S., University of Kanpur; B.S., B.A., Thomas A. Edison State College; M.S., Jackson State University; Campbell University, 1988-

JoAnn Vaughan, Assistant Professor of Business - B.S., University of North Carolina at Charlotte; M.A., University of North Carolina; C.P.A.; Campbell University, 1988-

James E. Witherspoon, Jr., Chairman of the Department of Financial Planning and Accounting, Associate Professor of Business - B.A., Campbell University; J.D., Wake Forest University; Campbell University, 1983-

F. Christian Zinkhan, Visiting Professor of Business - B.A., Franklin and Marshall College; M.F., M.B.A., Duke University; D.B.A., Mississippi State University; Campbell University, 1987-1996; 1998-

■School of Pharmacy Faculty 1999

Pharmacy Practice, Full-time

Connie L. Barnes, Director, Drug Information Center and Assistant Professor of Pharmacy Practice - Pharm.D., Campbell University School of Pharmacy (1990); R.Ph., N.C.

James A. Boyd, Associate Professor of Pharmacy Practice, B.S. Pharmacy - University of Nebraska Medical Center (1977); Pharm.D., University of Nebraska Medical Center (1980); M.B.A., University of Nebraska at Lincoln (1987); R.Ph., N.C., Nebraska.

Carlos C. da Camara, Assistant Professor of Pharmacy Practice - B.S. Pharmacy, Massachusetts College of Pharmacy (1984); Pharm.D., Massachusetts College of Pharmacy (1986); R.Ph., N.C.

Steven M. Davis, Associate Professor of Pharmacy Practice - Pharm.D., University of Florida at Gainesville (1988); R.Ph., N.C.

Richard P. D'Elia, Assistant Professor of Pharmacy Practice - B.S. Pharmacy, Fordham University (1963); M.S. Pharmacy Administration, Purdue University (1967); Ph.D., Pharmacy Administration, Purdue University (1993); R.Ph., D.C., N.C.

Richard H. Drew, Assistant Professor of Pharmacy Practice - B.S. Pharmacy, University of Rhode Island (1980); M.S. Pharmacy, University of N. C. (1989); Pharm.D., University of N.C. (1999); R.Ph., N.C.

Richard W. Druckenbrod, Assistant Professor of Pharmacy Practice - B.S. Pharmacy, Ohio Northern University (1978); Pharm.D., University of Cincinnati (1989); R.Ph., N.C.

Gary Dunham, Associate Professor of Pharmacy Practice - B.S. Pharmacy, University of North Carolina (1976); Pharm.D., University of N.C. (1998), R.Ph., N.C.

Dawn M. Eberwein, Assistant Professor of Pharmacy Practice - B.S. Pharmacy, University of North Carolina (1995); Pharm.D., University of North Carolina (1997), R.Ph.

Michelle Fritsch, Assistant Professor of Pharmacy Practice - B.S. Pharmacy, Purdue University (1990); Pharm.D., Purdue University (1991), R.Ph.

Stephen H. Fuller, Associate Professor of Pharmacy Practice - B.S. Chemistry, Wake Forest University (1981); B.S. Pharmacy, Medical College of Virginia (1985); Pharm.D., Medical College of Virginia (1988); R.Ph., N.C.

Kathey Fulton, Assistant Professor of Pharmacy Practice - Pharm.D., Campbell University School of Pharmacy (1994), R.Ph., N.C.

James B. Groce III, Assistant Professor of Pharmacy Practice - B.A. Zoology, University of North Carolina at Chapel Hill (1980); B.S. Pharmacy, University of North Carolina at Chapel Hill (1983); Pharm.D., Campbell University School of Pharmacy (1993); R.Ph., N.C.

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Ronald W. Maddox, Dean and Professor of Pharmacy Practice - B.S. Pharmacy, Auburn University (1969); Pharm.D., University of Tennessee (1973); R.Ph., N.C.

D. Byron May, Associate Professor of Pharmacy Practice - B.S., Clemson University (1983); Pharm.D., University of Florida at Gainsville (1988); R.Ph., N.C.

Sally A. Rodgers, Assistant Professor of Pharmacy Practice - Pharm.D., University of Arizona College of Pharmacy (1996), R.Ph. N.C.

Mollie Ashe Scott, Assistant Professor of Pharmacy Practice - B.S. Biology, Meredith College (1989); Pharm.D., University of North Carolina at Chapel Hill (1993); R.Ph., N.C.

Carolyn Smoak, Assistant Professor of Pharmacy Practice - DVM, N.C. State University College of Vet. Medicine (1988); Pharm.D.,Campbell University School of Pharmacy 1995) R.Ph., N.C.

Larry N. Swanson, Professor and Chair of Pharmacy Practice; - Pharm D., University of Southern California (1969), R.Ph., N.C.

Daniel W. Teat, Director of Admissions/Continuing Education and Associate Professor of Pharmacy Practice - B.S. Pharmacy, Mercer University (1977); Pharm.D., Mercer University (1977), R.Ph.,NC.

Jeffrey B. Washam, Assistant Professor of Pharmacy Practice - B.S. Pharmacy, Auburn University School of Pharmacy (1995); Pharm.D., Auburn University School of Pharmacy (1997).

Joe Whitehead, Assistant Dean of External Affairs - B.S. Pharmacy, Butler University (1954); MBA, Xavier University (1960), R.Ph.

Margaret C. Yarborough, Associate Professor of Pharmacy Practice - B.S. Pharmacy, University of North Carolina at Chapel Hill (1966); M.S. Pharmacy, University of North Carolina (1978); R.Ph., N.C.

Pharmaceutical, Full-time

Antoine Al-Achi, Associate Professor of Pharmaceutical Sciences - B.S., Pharmacy, Damascus University (1978); M.Pharm, Hospital Pharmacy, Massachusetts College of Pharmacy and Allied Health Sciences (1981); M.S., Radiopharmaceutical Sciences, Northeastern University (1988); Ph.D., Biomedical Sciences/Pharmaceutics, Northeastern University (1988); CT (ASCLP).

Timothy J. Bloom, Research Assistant Professor of Pharmaceutical Sciences - B.A. Zoology, University of N. C. at Chapel (1985); Ph.D., Pharmacology, University of Washington (1996).

Russell C. Bowes, III, Assistant Professor of Pharmaceutical Sciences - B.S. Pharmacy, Texas A&M University, (1988); Ph.D., Toxicology, Texas A&M University (1994).

Emanuel J. Diliberto, Professor and Chair of Pharmaceutical Sciences - B.S. Pharmacy, Albany College of Pharmacy, Union University (1967); Ph.D. Pharmacology, University of Rochester (1972).

Robert L. Garrett, Jr., Assistant Professor of Pharmaceutical Sciences - B.S., Biology, Harding University (1977); Ph.D., Pharmacology, Northeast Louisiana University College of Pharmacy (1986).

Robert B. Greenwood, Associate Professor of Pharmaceutical Sciences - B.S., Pharmacy, University of North Carolina at Chapel Hill (1971); Ph.D., Pharmaceutics, University of North Carolina at Chapel Hill (1980); R.Ph., N.C.

Thomas J. Holmes, Jr., Associate Dean and Associate Professor of Pharmaceutical Sciences - B.S., Pharmacy Duquesne University (1971); Ph.D., Medicinal Chemistry, University of Michigan (1975).

James L. Junker, Associate Professor of Pharmaceutical Sciences - B.S., Biology, Muhlenberg College (1974); Ph.D., Pathology, Duke University (1980).

Gyorgy Nemecz, Assistant Professor of Pharmaceutical Sciences - B.S., Chemistry, University of Szeged, Hungary (1978); M.S. Chemistry, University of Szeged, Hungary (1978); Ph.D., Biochemical Sciences, University of Szeged, Hungary (1981).

David K. Ohashi, Assistant Professor of Pharmaceutical Sciences - B.A., Zoology, University of Colorado (1959); M.S. Clinical Microbiology, Thomas Jefferson University (1974); Ph.D., Tropical Medical and Medical Microbiology, University of Hawaii (1983).

Anita Taylor, Assistant Professor of Pharmaceutical Sciences - B.S. Chemistry, Alabama State University (1991); Ph.D. Industrial and Physical Pharmacy, Purdue University (1998).

Kathy D. Webster, Associate Professor of Pharmaceutical Sciences - Pharm.D., University of the Pacific (1978); Ph.D., Medicinal Chemistry, University of Minnesota (1986).

J. Mark Yates, Assistant Professor of Pharmaceutical Sciences - B.S. Chemistry, University of Virginia (1987); Ph.D. Analytical Chemistry, N.C. State University (1993).

■School of Education Faculty 1999

Terri M. Brown, Associate Professor of Social Work-B.A., Methodist College; M.S.W. East Carolina University; Campbell University 1999-

Pauline F. Calloway, Associate Professor of Family and Consumer Sciences - B.S., High Point College; M.Ed., Ed.D., North Carolina State University; Campbell University, 1987-

Betty M. Davenport, Professor of Education - B.A., M.A.T., University of Massachusetts; M.Ed., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1981-

David M. Dermott, Adjunct Instructor - B.S. Pennsylvania State University; M.A. Pepperdine University, Campbell University, 1987-

Wayne Dillon, Assistant Professor - B.A. Wake Forest University; M.Ed., University of North Carolina at Greensboro; additional studies at the University of North Carolina at Chapel Hill; Campbell University, 1996-

Beth D. Gilchrist, Adjunct Instructor-B.S., Appalachain State University; M.Ed., North Carolina State University; Campbell University 1998-

Harriet Leigh Enzor, Associate Professor of Education - B.S., Campbell University; M.A., Ph.D., University of North Carolina at Greensboro; Campbell University, 1991-

Margaret L. Giesbrecht, Professor Emerita, B.S., University of Manitoba; B.S., M.S., Iowa State University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1981-1998

Christopher Godwin, Adjunct Instructor - B.S., M.Ed., Campbell University; Ph.D. North Carolina State University; Campbell University, 1988-

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Vernon C. Hall, Adjunct Instructor-B.S. University of Nebraska; M.S., Ph.D., Ohio State University; Campbell University, 1999-

Sammy Wayne Hatcher, Associate Professor of Education - A.A., East Central Junior College; B.S.E., Delta State College; M.Div., Southwestern Baptist Theological Seminary; Ed.D., Mississippi State University; Campbell University, 1988-

Michael Lamont Headen, Adjunct Clinical Instructor - B.S., Campbell University; M.S., North Carolina State University; Campbell University, 1991-

James Henderson, Adjunct Instructor - M.P.A., North Carolina Central University; B.A., North Carolina Central University, Campbell University, 1991-

Elaine Hotaling, Adjunct Instructor in Education - B.A., M.A., State University of New York at Albany; Ed.S., East Carolina University; Ed. D., University of North Carolina at Greensboro; Campbell University, 1996-

Lenne´ Hunt, Assistant Professor of Psychology - B.A., Samford University; M.S., Florida State University; Ph.D., University of South Carolina; Campbell University, 1991-

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Karen Powell Nery, Acting Dean School of Education, Associate Professor of Education - B.S., Meredith College; M.Ed., Ed.D., North Carolina State University; Campbell University, 1990-

Bruce Powers, Adjunct Instructor - B.A., Samford University; M.A., University of Notre Dame; Campbell University, 1997-

Karen Smith, Adjunct Instructor in Psychology/Sociology - B.A., M.A., Miami University of Ohio; Ph.D., Duke University; Campbell University, 1995-

Gary A. Taylor, Professor of Psychology - B.A., Oklahoma Baptist University: M.S., Oklahoma University; Ph.D., North Carolina State University; Campbell University 1968-

John Thomason, Adjunct Instructor in Psychology - B.A., University of New Mexico; M.A. Stephen F. Austin State University; Ph.D. North Carolina State University; Campbell University 1991-

John H. Viehe, Adjunct Instructor-B.S., Rochester Institute of Technology; M.B.A., Wake Forest University; M.Ed., Ed.D., North Carolina State University; Campbell University 1999-

Divinity School Faculty - 1999

H. Wayne Ballard, Jr., Assistant Professor of Religion - B.A., Oklahoma Baptist University; M.Div., Golden Gate Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary; Campbell University, 1997-

Michael G. Cogdill, Dean of the Divinity School, Tyner Professor of Christian Ministry and Family Studies - B.A., Mars Hill College; M.S., North Carolina State University; M.Div., D.Min., Southeastern Baptist Theological Seminary; Associate Professor of Religion, 1981-1984; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, 1988-1995; Founding Dean, The Divinity School, 1996-; Campbell University, 1978-1984; 1988-

Steven R. Harmon, Assistant Professor of Christian Theology - B.A., Howard Paine University; M.Div and Ph.D., Southwestern Baptist Theological Seminary; Campbell University, 1998-

Harold J. Heno III, Chairman of the Department of Theatre Arts and Assistant Professor of Theatre Arts - B.A., University of New Orleans; M.F.A., University of New Orleans; Campbell University, 1996-

Barbara Hudson, Instructor of Music - B.M., M.M., University of North Carolina at Greensboro; Campbell University, 1989-

W. Glenn Jonas, Jr., Chairman of the Department of Religion and Philosophy and Associate Professor of Religion - B.A., Mars Hill College; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Baylor University; Campbell University, 1994-

Clella A. Lee, Divinity School Director of Admissions and Student Affairs and Instructor of Spiritual Formation and Christian Education - B.A., Belmont College; M.Div., Campbell University Divinity School; Campbell University, 1997-

Dean M. Martin, Professor of Religion and Philosophy - B.A., William Jewell College; B.D., Yale University Divinity School; Ph.D., Baylor University; Postdoctoral research, Duke University, University of Swansea (Wales), Yale University; Visiting Professor of Philosophy, Baylor University, Fall 1992; Campbell University, 1974-

Richard McKee, Assistant Professor of Music - B.M., Birmingham-Southern College; M.M., Manhattan School of Music; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1994-

Phillip J. Morrow, Assistant Professor of Music - B.S., University of North Alabama; M.M., University of North Carolina at Greensboro; D.M.A., Southern Baptist Theological Seminary; Campbell University, 1998-

Donald N. Penny, Associate Professor of Religion - B.A., Campbell College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University; Campbell University, 1980-

Bruce P. Powers, Associate Dean for Graduate Programs, Langston Professor of Christian Education - A.B., Mercer University; M.R.E., Ph.D., Southern Baptist Theological Seminary; additional graduate study, University of Louisville and Indiana University; Director, Church Training Center, Sunday School Board, Nashville, TN 1971-1977; Professor of Christian Education, Southern Baptist Theological Seminary, 1978-1995; Campbell University, 1996-

Andrew H. Wakefield, Assistant Professor of Biblical Studies - B.A., Wake Forest University; M.Div., The Southern Baptist Theological Seminary; Ph.D., Duke University; Campbell University, 1997-

Jerry M. Wallace, Vice President for Academic Affairs and Provost, Professor of Religion and Society - B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Campbell University, 1975-

Howard M. Whitley, Chairman of the Department and Assistant Professor of Music - B.M., Appalachian State University; M.Div./C.M, D.Min., Southeastern Baptist Theological Seminary; Candidate for Ph.D., University of North Carolina at Greensboro; Campbell University, 1998-

Tunku Abdul Rahman College Faculty 1999

Principal's Office: Y. Bhg Datuk Dr. Ng Lay Swee - Principal, DMSM, KMN, FMIC, BSc (Nan), PhD (McG), Hon. DSc (Campbell), **Dr. Goh Ban Lee** - Vice Principal, KMN, BSocSc (Hons), MSocSc (USM), PhD (UCLA)

Centre for Arts and Science Faculty

Principle Lecturer: Dr. Ong Hock (Head of School of Arts and Science), **Dr. Tan Chik Heok** (Head of Microelectronics & Physics Division), **Dr. Tang Leong Chai** (Head Chemistry and Biology Division)

Senior Lecturer: Dr. Banumathi Thangavelu, Mr. Chan Fung Lin, Mr. Cham Leng Heng, Ms. Chiew Mui Kui (Course Tutor, Computer Science Combination), **Dr. Hong Nyi Seng, Dr. Kuan Kee Sin, Dr. Lee Guat Lean, Mr. Lee Yaw Loon, Dr. Leong Yoon Kwai, Dr. Lim Jit San, Ms. Lim Lee Koon, Ms. Lim Siok Wan, Mr. Low Kok Han, Ms. Mah Sow Wei, Ms. Mariam Nainan**, (Course Tutor, Business Information Systems), **Dr. Ng Chew Hee, Ms. Ng Swee Chin, Mr. Pek Hoo Chun, Ms. Thiam Seng, Mr. Teo Kok Chau** (Head of Mathematics & Statistics Division), **Ms. Toh Jin Ai** (Head of Computer Science Division), **Dr. Wong Ah Koe, Mr. Wong Kok Yong** and **Dr. Yeoh Suan Pow** (Acting Head of School of Social Science & Humanities).
Lecturer: Mr. Chan Choon Kit, Ms. Chia Meow Lin, Mr. Chong Nyok Kian, Mr. Foo Hee Tuak, Ms. Hanika Hashim, Mr. Kok Wai Keong, Mr. Lee Teck Heang, Mr. Lee Yok Fee, Ms. Lee Yok Fee, Ms. Lim Ah Kee, Mr. Loo Tee How, Ms. Neoh Mei Ling, Ms. Ng See Pui, Mr. Ong Ewe Kheng, Mr. Sun Teik Heng, Ms. Tan Lay Aik, Mr. Tan Hoi Piew, Ms. Teh Lee Wah, Mr. Teh Ying Wah, Ms. Teoh Poh Lin, Mr. Toh Kian Kok, Ms. Vanitha Chandrasegaram, Ms. Wee Mee Chin.

Banumathi Thangavelu, Senior Lecturer, B.Sc., (1st Class), M.Sc. (1st Class) Madras University, India; M.Sc., Ph.D. University of Malaya, Malaysia; Tunku Abdul Rahman College, 1986- **Chan Choon Kit**, Lecturer - B.S., Campbell University, USA; M.Sc., The University of Lancaster, U.K.; Tunku Abdul Rahman College, 1997- **Chan Fung Lin**, Senior Lecturer - B.Sc. University of London, U.K.; M.Sc. University of Essex; UK; Tunku Abdul Rahman College, 1978- **Chan Lam Heng**, Senior Lecturer - B.Sc. (Hons), University of Malaya, Malaysia; M.Sc., University of Greenwich, UK; Tunku Abdul Rahman College, 1980- **Chia Meow Lin**, Lecturer - B.S., Campbell University, USA; M.Phil., University of Malaya, Malaysia; Tunku Abdul Rahman College, 1995- **Chiew Mui Kui,** Senior Lecturer and Course Tutor, Computer Science Combination - B.Sc. (Hons.), Sussex University, UK; M.Sc., Liverpool University, UK; Tunku Abdul Rahman College, 1983- **Chong Nyok Kian**, Lecturer - B.Sc. (Hons), M.Sc. University of Malaya, Malaysia; Tunku Adul Rahman College, 1983- **Foo Hec Tuak,** Lecturer - B.A.,

M.A., University of Hawaii, USA; Tunku Abdul Rahman College, 1998- **Hanika Bt. Hashim,** Lecturer - B.Sc. (Hons), MBA, New Hampshire College, USA; Tunku Abdul Rahman College, 1997- **Hong Nyi Seng**, Senior Lecturer - B.Sc. National Cheng Kung University, Taiwan; M.Sc., Ph.D. Imperial College, London University, UK; Tunku Abdul Rahman College, 1997- **Kok Wai Keong**, Lecturer - B.Sc. (Hons), M.Sc., University of Malaya, Malaysia; Tunku Abdul Rahman College, 1998- **Kuan Kee Sin,** Senior Lecturer - B.Sc., Nanyang University, Singapore; Ph.D., University of Western Ontario, Canada; Tunku Abdul Rahman College, 1999- **Lee Guat Lean**, Senior Lecturer - B.Sc. (Hons), University of Malaya, Malaysia; Ph.D., University of Georgia, USA; Tunku Abdul Rahman College, 1975- **Lee Teck Heang,** Lecturer - B.A.(Hons.), University of Kent, U.K.; MBA., Irish Business School, Ireland; Tunku Abdul Rahman College, 1999- **Lee Yaw Loon**, Senior Lecturer, B.Sc. (Hons.), M.Sc. University of Malaya, Malaysia; Tunku Abdul Rahman College, 1973- **Lee Yok Fee,** Lecturer - B.A., (Hons.), M.Phil., National University of Malaya, Malaysia; Tunku Abdul Rahman College, 1999-**Leong Yoon Kwai**, Senior Lecturer, B.Sc., National Taiwan University; M.Sc., Ph.D., Purdue University, USA; Tunku Abdul Rahman College, 1977- **Lim Ah Kee**, Lecturer, B.Sc., University of Auckland, New Zealand; B.Sc. (Hons.), University of Wellington, New Zealand; M.Sc., University of Auckland, New Zealand; Tunku Abdul Rahman College, 1994- **Lim Jit San,** Senior Lecturer, B.Sc. (Hons.), University of Malaya, Malaysia; DS, M.Sc. University of Edinburgh, England; D.Agr.Sc., University of Ghent, Belgium; Tunku Abdul Rahman College, 1998- **Lim Lee Koon**, Senior Lecturer, B.Sc. (Hons.), Nanyang University, Singapore; M.Sc., The University of Birmingham, UK; Tunku Abdul Rahman College, 1979- **Lim Siok Wan**, Senior Lecturer, B.Sc. (Hons.), University of Malaya, Malasia; M.Sc. McMaster University, Canada; Tunku Abdul Rahman College, 1974- **Loo Tee How**, Lecturer, B.Sc. (Hons.), M.Sc. University of Malaya, Malaysia; Tunku Abdul Rahman College, 1998- **Low Kok Han**, Senior Lecturer - B.Sc. (Hons.), University of Bradford, England; M.Sc., University of Strathclyde, UK; Tunku Abdul Rahman College, 1986-1990, 1998- **Mah Sow Wei,** Senior Lecturer - B.A. Dip. Ed., University of Malaya, Malaysia; Dip. App.Ling., Reg. Lang. Center, Singapore; M.Ed., University of Malaya, Malaysia; LLB (Hons.), (External), University of London, U.K.; M.B.A., (External), University of Newcastle, Australia; Tunku Abdul Rahman College, 1998- **Mariam Nainan** d/o T.K.Nainan - Senior Lecturer and Course Tutor, Business Information Systems, B.Sc. (Hons.), Science University of Malaysia, Malaysia; M.Sc., University of Glasgow, UK; Tunku Abdul Rahman College, 1983- **Neoh Mei Ling**, Lecturer - B.Ed. (Hons.); M.A., Science University of Malaysia, Malaysia; Tunku Abdul Rahman College, 1995- **Ng Chew Hee**, Senior Lecturer - B.Sc. (Hons), M.Sc., Ph.D., Science University of Malaysia, Malaysia; Tunku Abdul Rahman College, 1996- **Ng See Pui**, Lecturer - B.S., Campbell University, USA; M.I.T., Q'Id University of Technology, Australia; Tunku Abdul Rahman College, 1998- **Ng Swee Chin**, Senior Lecturer - B.S., Campbell University, USA; M.Sc., UMIST, UK; Tunku Abdul Rahman College, 1989-

Ong Ewe Kheng, Lecturer - B.Sc. (Hons.), M.Sc., University of Malaya, Malaysia; Tunku Abdul Rahman College, 1999- **Ong Hok,** Head of School of Arts and Science - B.Sc., Nanyang University, Singapore; M.Sc., University of Auckland, New Zealand; Ph.D., University of Toronto, Canada; Tunku Abdul Rahman College, 1975- **Pek Hoo Chun**, Senior Lecturer, B.Sc., Nat'l University of Malaysia; M.Sc., Royal Melborne Instit. of Technology, Australia; Tunku Abdul Rahman College, 1998- **Phea Lee Mai**, Senior Lecturer and Course Tutor, Information Systems Engineering - B.Sc. Science University of Malaysia, Malaysia; M.Sc., University of Essex, UK; Tunku Abdul Rahman College, 1984- **Soon Ting Kueh**, Senior Lecturer - B.Sc. (Hons), Ph.D., University of Malaya, Malaysia; Tunku Abdul Rahman College, 1975- **Sun Teik Heng**, Lecturer - B.S., Campbell University, USA; M.Sc., University of Essex, UK; Tunku Abdul Rahman College, 1997- **Tan Chik Heok,** Principal Lecturer and Head of Microelectronics & Physics Division - B.Sc. (Hons.), M.Sc., Ph.D., University of Malaya, Malaysia; Tunku Abdul Rahman College, 1982- **Tan Hoi Piew**, Lecturer - Dip.Com, Tunku Abdul Rahman College, Malaysia; MBA, University of Malaya, Malaysia; Tunku Abdul Rahman College, 1999- **Tan Lay Aik,** Lecturer - B.S., Campbell University, USA; M.Sc., The University College of Wales, Aberystwyth, UK; Tunku Abdul Rahman College, 1990- **Tan Thiam Seng**, Senior Lecturer - B.S., Campbell University, USA; M.Sc., Ph.D., The Queen's University of Belfast, UK; Tunku Abdul Rahman College, 1990- **Tang Leong Chai**, Principal Lecturer and Head of Chemistry & Biology Division - B.Sc, (Hons.), University of London, UK; M.Sc., University of Maine, France; Ph.D., Louis Pasteur University, France; Tunku Abdul Rahman College, 1983- **Teh Lee Wah**, Lecturer - B.S., Campbell University, USA; M.B.A., National University of Malaysia, Malaysia; Tunku Abdul Rahman College, 1996 - **Teo Kok Chau**, Senior Lecturer and Head of Mathematics & Statistics Division - B.Sc. (Hons.), M.Sc., University of Malaya, Malaysia; Tunku Abdul Rahman College, 1979- **Teoh Poh Lin**, Lecturer - B.S., Campbell University, USA; M.Sc., University of Abertay Dundee, UK; Tunku Abdul Rahman College, 1998- **Toh Jin Ai**, Senior Lecturer and Head of Computer Science Division - B.Sc. (Hons.), M.Sc., University of Melbourne, Australia; Tunku Abdul Rahman College, 1987- **Toh Kian Kok**, Lecturer - B.Sc., M.Sc., University of Central Oklahoma Edmond, USA; Tunku Abdul Rahman College, 1997- **Vanitha Chandrasegaram**, Lecturer - B.A., M.Sc., Pittsburg State University, USA; Tunku Abdul Rahman College, 1999- **Wee Mee Chin**, Lecturer - B.S., Campbell University, USA; M.Sc., University of Leeds, UK; Tunku Abdul Rahman College, 1997- **Wong Ah Kee**, Senior Lecturer - B.Sc., (Hons.), Liverpool Polytechnic, UK; M.Sc., Ph.D., University of Warwick, UK; Tunku Abdul Rahman College, 1990- **Wong Kok Yong**, Senior Lecturer - B.Sc., (Hons.), M.Sc., University of Malaya, Malaysia; Tunku Abdul Rahman College, 1984- Yeoh Suan Pow, Acting Head of School of Social Science & Humanities & Senior Lecturer - B.Soc.Sc., (Hons.), Science University of Malaysia, Malaysia; M.A., Ph.D., Duke University, USA; Tunku Abdul Rahman College, 1992-

■Faculty Emeriti

Harold C. Bain, B.A., M.A.; Mathematics, 1957-1990

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Elizabeth Britton, B.A., M.A.T; Chemistry, 1955-1976; Fall 1977

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■Summary of Bachelor's Degrees Awarded

	Men	Women	Total	Cumulative Total
May 31, 1963 through August 25, 1987	24	21	10,371	
December 31, 1987	38	27	65	10,436
May 9, 1988	103	123	226	10,662
September 1, 1988	23	30	53	10,715
January 2, 1989	47	28	75	10,790
May 8, 1989	105	112	217	11,007
September 1, 1989	30	16	46	11,053
January 2, 1990	48	25	73	11,126
May 7, 1990	84	152	236	11,362
August 31, 1990	52	31	83	11,445
December 31, 1990	54	26	80	11,525
May 13, 1991	112	165	277	11,802
August 30, 1991	24	21	45	11,847
December 31, 1991	41	34	75	11,922
May 11, 1992	132	174	306	12,228
August 31, 1992	30	35	65	12,293
December 31, 1992	59	46	105	12,398
May 10, 1993	129	154	283	12,681
August 31, 1993	58	61	119	12,800
December 31, 1993	45	63	108	12,908
May 9, 1994	131	160	291	13,199
August 31, 1994	48	53	101	13,300
December 31, 1994	53	56	109	13,409
May 15, 1995	137	175	312	13,721
August 31, 1995	70	53	123	13,844
December 31, 1995	66	67	133	13,977
May 13, 1996	158	179	337	14,314
August 31, 1996	83	59	142	14,456
December 31, 1996	70	64	134	14,590
May 12, 1997	147	207	354	14,944
August 31, 1997	62	59	121	15,065
December 31, 1997	78	82	160	15,225
May 11, 1998	172	213	385	15,610
August 31, 1998	77	55	132	15,742
December 19, 1998	109	85	194	15,936
May 10, 1999	165	239	404	16,340

■Acknowledgements

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Throughout the entire production process, Ms. Hair was always gracious and patient. She is to be commended for her professionalism and perseverance.

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